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ABSTRACT

The five units on American Urban Studies presented in this curriculum guide are designed to examine the development, present conditions, and alternatives for the future of urban areas. Major emphasis in these units is on contemporary urban problems and possibilities for their solution. The major objectives covered in this course outline are: (1) to be able to explain what constitutes an urban area; (2) to be able to trace the evolution of American urban areas; (3) to be able to identify changes in the characteristics of urban populations and the effects of the changes; (4) to be able to identify and explain the influence of technological changes on urban life; (5) to be able to list and explain a variety of current urban problems; and (6) to be able to compare and contrast the relative merits of some of the proposed solutions to contemporary urban problems. In addition, more specific objectives and the course content for each unit are outlined. Activities for helping students meet the objectives are described. Strategies suggested for implementing these activities include films, discussion questions, and educational games. The teacher's role in these activities is also discussed. A bibliography and a list of teacher resources are included. (EB)

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ED166298

Union County Regional High School District No, 1

United States History Program

Resource Unit

AMERICAN URBAN STUDIES

Produced by

United States History Workshop

Summer 1972

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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AMERICAN URBAN STUDIES

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RESOURCE UNIT

American Urban Studies

In colonial times, the cities of New York, Boston, Newport, Charleston and Philadelphia were important seaports; however by 1775, ninety-four percent of Americans were still living in rural areas. One hundred years later, at the height of the Industrial Revolution, the United States was rapidly becoming urbanized. The cities attracted large numbers of immigrants seeking employment in the new factories which were rivaling commerce for a dominant role in the economy. The twentieth century brought increased rates of population growth and, simultaneously, the phenomena of mass migration from rural to urban areas. Consequently, existing problems of urban living were further oomplicated.

The United States is approaching the two hundredth anniversary of independence with approximately two-thirds of its population living in metropolitan areas. However, the core cities have become plagued by problems of decay which threaten their very existence, and considerable debate is being waged as to the future of the city.

This course in American Urban Studies will examine the development, present conditions and alternatives for the future of our urban areas. Major emphasis will be placed on contemporary urban problems and possiblities for their solution. Studies will be interdisciplinary in approach drawing upon history, sociology, economics and political science. The student will be given opportunities for observation and analysis of urban conditions and problems.

For organizational purpose in the beginning of the course, urban will be considered in the restricted geographic sense of a city. As the course develops, the concept of urban will be expanded to include urban as a way of life.

OBJECTIVES:

1. To be able to explain what constitutes an American urban area.

2. To be able to trace the evolution of American urban areas.

3. To be able to identify changes in the characteristics of urban populations and the effects of the changes.

4. To be able to identify and explain the influence of technological changes on urban live.

5. To be able to list and explain a variety of current urban problems.

6. To be able to compare and contrast the relative merits of some proposed solutions to contemporary urban problems.

UNIT I

What is an urban area?

OBJECTIVE:

1. To be able to define an American Urban area.
2. To be able to identify the similarities and differences in early American cities.
3. To be able to explain the geographic reasons cities were established in given locations and developed as they did.
4. To be able to identify the characteristics of an urban area.
5. To be able to explain the term urban in its modern context.

CONTENT OUTLINE:

I. What is an urban area? (suggested time: 2 weeks)

   A. Historically, American urban areas were seaport cities that were centers of commerce.

   B. A modern urban area encompasses the central city with the surrounding suburbs and is no longer primarily a seaport.

   C. A network of cities and suburbs resulting from urban sprawl is called a megalopolis.

ACTIVITIES:

I 1. Objective: To be able to list and explain a variety of current urban problems.

Class discussion.

Place on chalkboard two contrasting opinions for discussion: 1. The statement by Jean Jacques Rousseau, the French philosopher, that "cities are the sink of the human race" 2. The comment of Aristotle, the ancient Greek philosopher, that "men come together in the city to live; they remain there to live the good life." Have students evaluate each statement and determine what each respective philosopher was trying to point out about the city. The inherent difference in each philosopher's statement should bring out conflicting student attitudes about the city and its role in the 20th century. This may be used as an introductory activity to the course. (H-L).

I 2. Objective: To introduce students to the wide variety of attitudes and opinions concerning urban life.

Creative Self-expression.

Have students use the following media: collage, drawing, painting, short story, poem or song to illustrate their views of the urban community, including its problems and prospects. This activity is designed as a possible introductory activity which would permit discussion and class interaction. It could be made the first homework assignment. Students would be expected to explain briefly the media selected and why they expressed themselves in a specific manner.

These materials should be filed and at the end of the course reviewed in context of a second assignment which would ask students to summarize course work on urban society in a poem, short story, colloge, etc. A comparison of each students' first and last assignments should add significantly to evaluating attitudes developed and/or changed during the course. (H-L)

I 3. Objective: To be able to trace changes which promoted Urban development in U.S. from the 1600's to the present.

Students write a script to accompany film, "Boomsville." on growth of cities.

Preview film in class and then assign a group to research topics brought out in film.

Show film again and stop it at appropriate points for student narration. (H-L)

Film available from:
Film Rental Center of Syracuse University
1455 East Colvin Street
Syracuse, N.Y. 13210
(315) 479-6631

I 4. Objective: To identify Urban Development and proposals for reform.

Review and Discuss filmstrip, Cities, U.S.A. (N.Y. Times)

The following are proposed for discussion:

1. How have cities changed since Colonial days?
2. Cite and discuss three examples of constructive urban renewal programs.
3. Discuss five advantages and five disadvantages of urban life today.

Filmstrip available from Dayton and Livingston. (H-L)

IA 5. Objective: To be able to identify some of the common factors which early cities shared.

Read and make outline: Hovenier, Peter; Perspectives in United States History, "Early Settlements," pp. 564-585.

This chapter contains excellent background information on development of colonial cities and includes information on seaports, railroads, and western expansion. Have students use questions at end of chapter for development of an outline of city growth in early America.

Suggestions for problem solving activities are suggested on p. 585.

Multiple copies of cited book available in all four schools. (H-M)

I 6. Objective: To be able to explain the geographic reasons cities were established in given locations and developed as they did.

High School Geography Project.

Teachers are directed to Unit I, "Geography of Cities" of the High School Geography Project. This contains a student resource book, student manual and maps.

Copies available in all four schools. (All)

IA 7. Objective: To be able to construct a model of a historic American city and provide an explanation of significant characteristics of life in those cities.

Create a model and write a report.

A group of students should be assigned the task of creating a model of a pre-Revolutionary American City. A report should be prepared in conjunction with the model explaining: 1. The reasons for the location of the city, 2. The functions of the city, 3. The design of the city and factors which influenced it, 4. Types of work performed, 5. Characteristics of city life. (All)

IA 8. Objective: To be able to identify the similarties and differences in early American cities.

Read and discuss: Branson, Margaret and Evarts Erickson. Urban America.

Assign pp. 35-55, directing students to questions on p. 37.

Multiple copies of cited book available in all four schools. (H-L)

IB 9. Objective: To be able to trace the evolution of American urban areas.

Research project.

Have students make a study of their own city, or a nearby city, and report to class on the following:

1. Reason for initial location.
2. Shape of the city.
3. Spacing of nearby cities.
4. Chief services.
5. Cultural development.

Books on local history can be found in the public library. Current newspapers and periodicals of a local nature can be consulted. (H-L)

IC 10. Objective: To identify the extent and nature of the eastern megalopolis.

Show film "Megalopolis--Cradle of the Future" color-22 min.

This film shows the nature and extent of the urbanized northeastern seaboard, the Boston to Washington Megalopolis, including the city, suburbs and rural areas. It points out the need for better organization of the suburban sprawl in the future course of urbanization.

Questions for class discussion:

1. Define Megalopolis?
2. What characterizes life in the Megalopolis?
3. What position does Megalopolis have as an area of influence in this nation? in the international scene?

The film is owned by the District and is available from Gov. Livingston. (H-L)

IA 11. Objective: To be able to give an example of the historic attempts of a city to control its criminal problems.

Research.

Research the influence of the Chinese tongs as law enforcement agencies in San Francisco during the 1800's. (H)

IA 12. Objective: To be able to locate some of the early American cities.

Map construction and discussion.

Read Wade, Richard; Cities in American Life, Introduction, pp. 2-5. Locate on a map the cities of the U.S. mentioned in the reading.

Discuss the impact of the growth of cities on the development of social problems. How did the growth of cities encourage national unity?

Maps may be found in the Social Studies Department. Multiple copies of the cited book available in all four schools. (M-L)

IA 13. Objective: To be able to identify some of the points of similarity in British colonial cities of America.

Read and evaluate: Wade, Richard; Cities in American Life, "The Colonial City," pp. 6-18.

Write a short paper to show the factors which the founders of colonial cities considered essential.

Multiple copies of cited book available in all four schools. (H-M)

IA 14. Objective: To be able to trace the origin of the city from prehistoric times.

Read and report.

A student or group of students could research one or more of the following topics:

1. Urban beginnings during paleolethic period.
2. The city in the ancient world (Mesopotamia, Greece, Rome)
3. The Medieval City
4. The Renaissance City

A possible source could be: Mumford, Lewis; The City in History. (H)

JBC 15. Objective: To be able to identify the characteristics of an urban area.

Read and identify: Leinwand, Gerald; The City as a Community, "What is a town?" pp. 69-72.

Questions for discussions follow the reading.

Multiple copies of cited book available in schools where course is offered. (M-L)

IB 16. Objective: To be able to list some of the reasons why people live in the city.

Read and Discuss: Branson, Margaret and Evarts, Erickson; Urban America, pp. 11-28.

Have students make a list of the reasons why they might decide to live in the city. What are some of the disadvantages of city life?

Multiple copies of cited book available in all four schools. (H-L)

IB 17. Objective: To be able to explain the term "urban" in its modern context.

Read and discuss: Leinward, Gerald; The City as a Community, pp. 40-57. Answer the following questions:

1. Why are the suburbs considered a part of the urban area? Give an example.
2. What are the various aspects of urbanization?
3. Why does the author feel that the influence of the city is increasing?
4. What valuable functions are filled by the immigrant ghettos?
5. List some reasons why the city dweller leaves the central city.
6. How have the suburbs failed to satisfy the expectations of its citizens?

Multiple copies of cited book available in all four schools. (H-M)

UNIT II

American Urban Areas Evolved Amidst Social, Economic and Technological Change

OBJECTIVES:

1. To be able to trace the evolution of American urban areas.
2. To be able to identify changes in the characteristics of urban populations and the effects of the changes.
3. To be able to trace the development of American cities from early seaports to industrial centers.
4. To be able to illustrate the influence of minority groups on urban life.
5. To be able to list causes and effects of population shifts into and out of the cities.
6. To be able to identify the impact of labor organizations on social changes in urban America.
7. To be able to identify some reasons government was unresponsive to the changing needs of the city.
8. To be able to compare and contrast the reform movements which developed periodically in urban areas.
9. To be able to explain the effect of the automobile on the city.
10. To be able to identify anxiety, alienation, frustration and loneliness as being universal feelings in the urban world.

CONTENT OUTLINE:

II. American urban areas evolved amidst social, economic and technological change. (4 weeks)

   A. New sources of power stimulated the growth and development of factories, and manufacturing became a dominant force in the city.

   B. Large numbers of immigrats and rural migrants were attracted to factory jobs as the industrial revolution accelerated.

C. Exploitation of the factory worker led to early attempts at unionization, giving labor an effective vehicle for urban change.

D. Improved forms of transportation and communication facilitated urban development.

E. Urban governments proved unresponsive to the changing needs of the cities.

F. Periodically, the necessity for change resulted in reform movements.

G. Developing technology affected the appearance of the city and the way of life of its inhabitants.

H. The twentieth century withnesses significant unplanned shifts of population which resulted in irregular urban sprawl.

1. Minority groups moved from the rural areas to the core cities.

2. Much of the white middle class fled to the suburbs.

I. Even though people moved to the cities they retained many of their rural values.

J. The mobility of the urban family caused a breakdown of old forms of social behavior.

K. Urban America developed a distinctive culture and life style.

ACTIVITIES:

II. 1. Objectives: To be able to gather statistical data, prepare a chart and draw conclusions based on the data.

Gather data, prepare a chart and analyze.

Students should gather data and prepare a chart with three vertical columns headed 1860, 1900, and 1970. The following information should be supplied for each of the columns:

1. Total population of the United States.
2. Percentage of native born dwellers.
3. Percengage of population east of the Mississippi river.
4. Percentage of population involved in agriculture.

5. Percentage of population living in urban areas.

On the basis of the data compiled, the following questions can be considered:

1. What significant changes in population can be identified?
2. What effects have been brought by the change?
3. What additional data is needed to determine the causes for the population changes?

Statistics can be found in the Almanac, U.S. Statistical Abstract, and U.S. Census tracts.(H-M)

II. 2. Objective: To be able to identify major historical themes that relate to urban America through viewing selected works of art.

Multi media kit: "The Discovery of the City" (American History an Art Series)

The teacher can refer to the teacher's manual for background and narrative. The kit develops the following historical themes through art:

1. Acceleration of urbanization.
2. Seamy side of urban life.
3. Enormous increase in immigration
4. Movement from rural areas
5. Interest in commercial amusements
6. Reluctance to accept urbanization
7. New reform movement

Cited multi media kit is available from Dayton. (All)

II. 3. Objective: To be able to trace urbanization in America through examples of music.

Research and oral report with examples of music.

One student can be assigned to do research and prepare a class presentation on the subject of "American urbanization as reflected in music." Examples of the music should be a part of the presentation.

Some questions which could be considered about the music:

1. When were the songs written?
2. What do they tell you about urban life?
3. Do different cities have their own distinctive images?
4. Are there similarities among the cities? (H-L)

II. III. 4. Objective: To be able to identify effects of urbanization on the lives of people through reading a novel.

Book review

Book reviews can be written on works related to urbanization and its effects. Following are some suggested titles:

Baldwin, James, Go Tell It On The Mountian
Brown, Claude, Manchild in the Promised Land
Dreiser, Theodore, Sister Carrie
The Titan
O'Connor, Edwin, The Last Hunah
Roth, Henry, Call It Sleep (H-M)

II. 5. Objective: To be able to identify the effects of urbanization on the lives of people through reading poetry.

Poetry reading and writing

Students can read Carl Sandburg's poems "Chicago," "The Windy City," and "Good Morning America," found in Harvest Poems: 1910-1960. These poems convey the poet's impressions of the sights and sounds of a great industrial city which can be discussed by the students.

Interested students might want to write a poem about their own urban environment. (All)

II. 6. Objective: To be able to explain the process of urbanization in America and identify some of the causes.

Read and discuss: Bowes, John, Avenues to America's Past, "Urbanization," pp. 270-283

Questions for discussion follow reading.

Copies of cited book available from Governor Livingston. (H-L)

II. 7. Objective: To be able to trace the development of American cities from early seaports to industrial centers.

Read and discuss: Branson, Margaret and Evarts Erickson, Urban America.

Assign pp. 57-74, directing students to questions on pp. 59-60.

Assign pp. 77-95, directing students to questions on p. 81.

Multiple copies of cited book available in all four schools. (H-L)

IIA. 8. Objective: To be able to illustrate the importance of adequate transportation to the economic development of an area.

Research by individual students

Research the topic:

Canals have played an important part in the growth of Chicago. (Soo and Welland Canals) (H-M)

IIA. 9. Objective: To be able to identify the industrial composition of your community.

Research and preparation of chart.

Have students compose charts illustrating the major production and service industries in their community. Where available, students should include pertinent data such as numbers of workers employed, and company contributions to the community. Class could then use charts to discuss relationships between industry and community growth. (H-L)

IIA. 10. Objective: To be able to show how natural resources incouraged the development of cities.

Read and discuss:

Wade, Richard, Cities in American Life, The Great Era of City Building," pp. 49-51.

Discuss the role of natural resources in the success of a manufacturing center.

Multiple copies of cited book available in all four schools. (M-L)

IIA. 11. Objective: To be able to explain the importance of technological changes to the development of American cities.

Read and discuss:

Branson, Margaret and Evarts Erickson, Urban America, "Cities in a Growing Nation," pp. 57-68.

Correlate the technological improvements with the appropriate cities and explain how the improvements were influential in the future of the city.

Multiple copies of cited book available in all four schools. (H-L)

IIB. 12. Objective: To be able to identify some of the people who moved to the cities.

Read and discuss:

Branson, Margaret and Evarts Erickson, Urban America, pp. 69-74.

Question for discussion:

How have conditions changed in urban America?

Multiple copies of cited book available in all four schools. (H-L)

IIB. 13. Objective: To be able to illustrate the influence of a minoriety group on urban life.

Read and report: McCarthy, Joe, "The Grand Parade," American Heritage, XX, No. 2 (Feb., 196).

The cited interesting report on The St. Patricks Day Parade may serve as a basis for this report to show the influence of an ethnic group.

Cited book available in school libraries. (M)

IIB. 14. Objective: To be able to create a picture of the back ground and life in N.Y. of the Jewish immigrant in America.

Read and report: Boroff, David, "A Little Milk, A Little Honey," American Heritage, XVII, No. 6, (October, 1966), pp. 12-21.

This report on the Russian background of many Jewish immigrants and their life on the lower East Side of N.Y. can form the basis of a report.

A follow up to this would be to have students interview immigrants to learn about their experiences coming to America.

Cited book available in school libraries. (M-H)

IIB. 15. Objective: To be able to write an essay on the problems of an immigrant on his way to the U.S.

Write an essay.

Read: Cable, Mary, "Damned Plague, Ships and Swimming Coffins," American Heritage XI, No. 5 (August, 1960), pp. 75-80.

Write on the hazards of travelling the Atlantic for the immigrant.

Cited book available in school libraries. (H-M)

IIBH. 16. Objective: To be able to list causes and effects of population shifts into and out of the cities.

Read and discuss: Brawson, Margaret and Evarts Erickson. Urban America.

Assign pp. 151-167, directing students to questions on p. 154.

Multiple copies of cited book available in all four schools. (H-L)

IIC. 17. Objective: To be able to cite an example of how the urban worker was exploited.

Read and report.

Investigate the Triangle Shirt Co. fire in N.Y. in early 1900's. It graphically illustrates poor working conditions and the exploitation of the workers.

Source: Harrington, Michael, The Other America.

Multiple copies of cited book available in all four schools. (H-M)

IIC. 18. Objective: To be able to identify examples of exploitation of factory workers and explain how that let to attempts at unionization.

Read and discuss:

Bowes, John, Avenue's to America's Past, "The Progressive Era," pp. 354-361.

Questions for discussion follow the reading.

Copies of cited book available from Governor Livingston. (H-L)

IIC. 19. Objective: To identify exploitation of factory worker in the 1800's that led to attempts at unionzation?

Read and discuss: "The Rise of Organized Labor," A EP Pamphlet, pp. 11-35.

Discussion questions accompany reading.

Suggested follow-up activities:

1. A group of students could draw or gather a series of pictures portraying labor conditions of the 1880's with those of today.

2. Design a pictorial time line supported by descriptive annotated cards, outlining the history of unionization.

Multiple copies available from Title I office. (M-S)

IIC. 20. Objective: To be able to identify the impact of labor organizations on social changes in urban America.

Film: This Union Cause.

The film describes major events and leaders who helped build the trade unions and secure high standards of living/social stature for workers. After viewing film, students can do further research on labor unions by reading excerpts from AEP pamphlet.

Film available from Union County Film Library. AEP pamphlet available in Title I office at David Brearley. The Rise of Organized Labor. Students could research such areas as "The Pullman Strike" p. 40 and the "Battle at the Overpass" p. 47, which deals with the Ford Motor strike. For a more complete understanding of the labor movement in U.S., student panels could present their finding to class. (H-L)

IID. 21. Objective: To be able to compare and contrast the relative merits of some proposed solutions to contemporary urbon problems.

Film: The Fabulous Decade

This film deals with the development of transportation in the metropolitan area, including the Regional Airport System of Kennedy, La Guardia and Newark. Students could follow up viewing with composition of a list of questions related to transportation problems. Groups of students could then investigate the various areas of transportation and see what plans for development are being considered for the future. Some examples of agencies dealing with mass transit are Regional Plan Association. 235 East 45th Street, New York, N.Y. 10017, phone number 212-682-7750, and the New York Port Authority System.

Results of student investigation would then be presented to class by panel presentations.

Film (#0980) available from Union County Film Library. (H-L)

IID. 22. Objective: To identify one solution to pollution caused by automobiles.

Identification of electric cars.

An article "No Fuel, No Fumes, No Flates, No Fu.s", American Heritage, Vol XI, No. 5 (August, 1960), pp. 70-73 can be the basis of a discussion of electric cars as a solution to pollution. The teacher might wish to reproduce the pictures as an adjunct to class presentation.

Cited book available in school libraries. (H-M)

IID. 23. Objective: To be able to identify the men responsible for the development of railroads in the U.S.

Individual research

Research the contribution to railroading and its effect on urbanization of each of the following men:

a. Cornelius Vanderbilt
b. Jay Gould
c. James J. Hill
d. Edward Harriman (H-M)

IID. 24. Objective: To be able to illustrate by means of a map the canals and railroads of the U.S. prior to the Civil War.

Map making.

1. On a map of the U.S., locate the principal canals of the U.S. by 1860. Name them.
2. On a map of the U.S., locate the principal railroads of the U.S. by 1860. Name them.

How did canals and railroads contribute to urbanization? (M-L)

IIID. 25. Objective: To be able to explain the various means of transportation used in early America.

Research and group reports.

Divide the students into groups and have them research and report on the following topics:

1. Canals
2. paddle wheelers
3. clipper ships
4. railroads
5. auto/truck
6. airplane

The emphasis in the reports should be on how each contributed to urbanization. (H-L)

IID. 26. Objective: To identify how technological advance both helped and hindered the American metropolitan scene.

Film, discussion and student designed illustrations.

Show film "Transportation." Prior to showing the film, the following question can be presented: How has modernization of transportation been a mixed blessing by providing improvements, and yet creating new problems? Discuss this question after reviewing the film.

Assign a student, or group of students, to utilize the film and class discussion and develop the theme, into a bulletin board, collage, or design in a series of cartoon form illustrations.

Film is available from:

General Motors, Public Relations Staff
Film Library
3044 West Grand Blvd.
Detroit, Michigan 48202 (H-L)

IIDK. 27. Objective: To identify and rank metropoliton problem and assess priorities.

Filmstrip and discussion

Show sound filmstrip "The Embattled Metropolis." A list of suggested activities can be found at end of discussion guide which accompanies filmstrips.

Questions for discussion:

1. What are the areas of the U.S. that show the greatest growth in the last ten years? Why have they grown?

2. What urban problem spread to the suburbs?

3. List ten areas of needs for cities, and ten for suburbs, according to priority of importance.

The filmstrip is available from Dayton and Livingston. (All)

IIE. 28. Objective: To be able to identify some of the reasons why government was unresponsive to the changing needs of the cities.

Filmstrip: "Dynamics of change; Growth of Cities, Municipal Corruption and Boss Tweed."

Numerous suggestions for class discussion accompany study guide. Filmstrips provide excellent analysis of corruption in political arena; highlighting the Boss Tweed era in N.Y. For follow-up activities, students can research the area of political cartoons using Thomas Nast's work as an archetype. Students could make a class presentation doing illustrations of some of Nast's cartoons and/or make up their own cartoons highlighting political conflicts of today.

Multi-media kit available from Gov. Livingston. (H-L)

IIF. 29. Objective: To be able to explain efforts at reform in the cities.

Read and discuss: Branson, Margaret and Evarts Erickson, Urban America

Assign pp. 97-113, directing students to questions on p. 100.

Multiple copies of cited book available in all four schools. (H-L)

IIF. 30. Objective: To be able to compare the problems of the early American cities.

Read and discuss: Wade, Richard, Cities In American Life, "The Great Era of City Building," pp. 61-79.

Compare the problems of early cities with what you know of current urban problems.

Multiple copies of cited book available in all four schools. (H-L)

IIF. 31. Objective: To be able to compare and contrast the reform movements which developed periodically in urban areas.

Read and discuss: Bowes, John S., Avenues To America's Past, "The Jungle", pp. 354-362.

Students may use this reading as a basis for comparison to other reform movements developed in later eras. Appropriate study questions appear at end of this selection.

For further development, students can investigate the impact of a book or person in a given aspect of urban life. For example, several students can read Nader, Ralph, Unsafe At Any Speed, and report to the class on the impact of this book on the automobile industry. (H-L)

IIG. 32. Objective: To compare urban life of late 1800's with urban life today.

Read and discuss: Wade, Richard, Cities in American Life, pp. 149-155.

Read: 1. "The City Condemned", pp.149-152.

a. What inequities did the author see between upper and lower classes?
b. How were wage earners exploited and restricted in opportunities?
c. Do you feel he was overly negative or did he give an accurate picture of city life in 1880's?

2. "The Schools Indicted," pp. 152-155

Compare the author's description of city schools of 1890's with what you know of school situation of today.

Muliple copies of cited book available in all four schools. (H-L)

IIG. 33. Objective: To be able to compare the lack of planning in the western town with the more formalized planning in eastern cities.

Research and report.

Investigate and report to the class on the early western mining town. Suggested source: Beebe, Lucuis, "Panamit Suburb of Hill," American Heritage, VI, No. 1 (December, 1954), pp. 64-69.

Cited book available in school libraries. (H-M)

IIG. 34. Objective: To be able to contrast the homes of the rich with those of the average urban dweller around the end of the 19th century.

Research and report

Research Richard Morris Hunt's contribution to the architecture of N.Y. (Mr. Hunt was the architect who designed Vanderbilt mansion) (H)

IIG. 35. Objective: To be able to identify the influence of the busy Port of New York on our lives.

Film: The Northeast: Port of New York, 17 Min.

After viewing the film, students should design a poster, picture collage, or cartoon illustrating both positive and negative aspects of the Port of New York on the Lives of residents of the city and surrounding suburbs.

Film available from Union County Library. (H-L)

IIH. 36. Objective: To be able to identify causes and effects of urban growth and problems since the civil war.

Film: The South: Roots of the Urban Crisis, 26 Min.

The teacher should write the following questions on board in advance of showing film:

1. How did southern cities expand with industrialization and population after the civil war?
2. As agriculture declined, what new problems contribute to urban decay?
3. What do the poor need the most?

Film available from Union County film library. (H-L)

IIH. 37. Objective: To explain how the exodus of whites to the suburbs further complicate urban problems.

Read and discuss: "White retreat from cities found accelerating"

Discuss the following questions drawing upon the article:

1. What problems develop from the exodus fo whites from cities to suburbs? What has prompted this movement?
2. As a result of the exodus, what have been the effects on:
   a. Employment and unemployment?
   b. Housing construction?
   c. Racial balance?
   d. Business retail sales?
   e. Welfare? (H-M)

'TOTAL ABANDONMENT' FEARED

White retreat from cities found accelerating

WASHINGTON (AP)--New figures show a starting flight of white Americans to the suburbs in the past decade, increasingly leaving the nation's cities to the poor and the black, the National Urban Coaltion said yesterday.

"We have to face the total abandonment of the cities," unless the white flight is reversed, said Sol M. Linowitz, chairman of the coalition.

Linowitz, former ambassador to the Organization of American States and former chairman of Xerox Corp., said jobs, taxes and better housing are following the migration of affluent whites to the suburbs and leaving the cities in worse shape than before the riots of the mid-1960's.

The figures, compiled by the coaltion from 1970 census reports, show that the total population of blacks and other non-white in the nation's central cities climbed 4 million to 14 million since 1960 while the white population dropped 600,000 to a total of 49 million.

The total percentage of non-whites rose from 17.4 to 22.5 per cent, it said.

Some cities, including Detroit, St. Louis and Baltimore, are approaching a 50 per cent black population, while others like Chicage and Philadelphia have more than one-third the coalition's study said.

New York's central city, while still with only a 23 per cent population of non-whites, showed a 61 per cent rise to 1.6 million while its white population declined more than 9 per cent to 6 million over the decade, the study said.

"By 1980, the cities are going to be black and brown," unless action is taken to revitalize downtown areas, Linowitz said in an interview.

He said that many of the plans to rebuild the cities after the riots have been dropped and that the problems of racial prejudice, poor housing, crime and drugs are worse than before.

"It's pulling the country apart," Linowitz said. "Just because there has been no repetition of the riots, just because the cities aren't burning, people have turned their attention elsewhere."

He described as "shocking" a recent speech in which Secretary of Housing and Urban Development, George Romney said he had lost faith in urban renewal.

"That's a horrendous thing when the guy with that responsibility takes that tack," Linowitz added.

Linowitz"s prescription to reverse the trend is to set up metropolitan development agencies in each city to have overall responsibility, including the distribution of federal funds, for industrial development, housing, transportation, zoning and social services. He would give them the power to enlist private money in addition to federal, local and state funds.

He said nearly $20 billion a year is already going into the cities and that the problem is not so much adding new money, as using present funds more wisely.

"It now goes in a jumble of helter-skelter programs and speculators take advantage of it," he said.

Here are some details from coalition's 22-page report on the state of the cities:

"Abandonment of the cities has brought about a critical social and economic division between split-level and ghetto, minority-poor and white-affluent, joblessness and job opportunities," it said.

"Business and residents with sufficient income have been abandoning the cities in favor of the suburbs. The consequences of this shifting has been to deplete the cities of reserves of income, jobs and services with the outer metropolitan areas gaining as the cities lose valuable resources," it added.

The study showed that, along with the flight of whites from the city, new housing construction in the suburbs has tripled that in the central cities.

Employment in the nation's 20 largest cities totals 57.6 per cent in the suburbs against 42.4 per cent in the central city, it said.

Unemployment in the cities is 7.2 per cent compared with 5.8 per cent in the suburbs of the 20 city areas, it said.

"More than half of employment in all industries is in the suburbs" in the 10 largest cities, it added.

In five major cities--Chicago, Detroit, Los Angeles, New York and Philadelphia--the growth in retail sales has been greatest in the suburbs.

"In all five large metropolitan areas, retail sales activity is greatest outside the central city and more than three times as great in Chicago and Philadelphia metropolitan areas," it said.

And, showing the growing numbers of poor remaining in the cities, more than three-fourths of welfare payments to families with dependent children are made to persons in the central cities, the report said.

"ESCAPE":
A Game

Developed by James Nay
Source: Social Education
November, 1971

H. 38 Objectives

By playing this game, students will better realize the problems faced in moving out of the ghetto. Each player in the game experiences the problems of discrimination. Each learns the concepts of "block-busting" (the initial minority or ghetto family's entrance into an entirely non-ghetto block), "tipping point" (the point in time when a ghetto family's entrance into a block does not have a discrimination cost), and ghetto (here not synonymous with slum but rather indicating an area of ethnicity). Each student also identifies the pattern of housing that develops.

Following are more specific objectives gained from play and possible responses:

1. The student identifies the reasons why a pattern of movement into the non-ghetto area develops.
   a. "Block-busting" is extremely costly.
   b. Only higher income levels are able to move into a segregated block at first.
   c. It is less costly to follow the lead of one of the more wealthy families.
   d. One player or family unit will be financially broke if it starts out on its own and does not "cooperate" or go along with the other families.
2. The student identifies two incidents of how the cost of discrimination kept individuals from entering a block.
   a. This varies. The easiest identification is the first few movements.
3. The student identifies reasons why discrimination ceases when 50 percent of a block is ghetto-occupied.
   a. The block is viewed as occupied by non-ghetto residents, and they fear they cannot even get the real value of the housing.
   b. Since they are prejudiced, they feel threatened and thus want to move.
4. The student identifies a reason why the wealthier ghetto families act as leaders in the movement from the ghetto.
   a. The lower income ghetto families cannot afford to pay the cost of discrimination.
   b. Only the upper income families have enough money to pay the cost of discrimination and escape the ghetto.

Teacher's Role

The teacher's role in playing the game itself is largely advisory: answering questions and making sure the groups are running smoothly. It is recommended that the teacher follow the specific instructions below.

1. The game should be played more than once in order for students to benefit fully from playing it. At least three days are required to play the game and to debrief the players. However, the game and the debriefing can easily encompass four class periods.
2. On day one, students will need 15 minutes to read instructions and ask questions. The remainder of the period should be devoted to a practice run of the game. Taking the students through the game and answering their questions will enable them to play the game by themselves on the following day.
3. Students should be divided into groups of 4, 5, 6, 7, or 8. The game becomes more complex with the increase in the number of players. The actual playing is most easily accomplished with 5 or 7 players.
4. The teacher should supply as many tokens as are needed. Each player needs two tokens for each of the five income levels. A "Money Tabulation" sheet, "Scoring" sheet, "Cost of Discrimination" sheet, and a copy of the rules should be provided at all times.
5. Also needed is a board with the hypothetical city laid out on it for each group. Samples of all the necessary forms follow page 41.

One of the main roles of the teacher follows the actual playing of the game; this is the debriefing. A teacher may handle this process in two ways. He may either simply discuss the questions in class or assign the questions as homework to be discussed the next day. Students are supplied with the questions at the end of their guide.

Debriefing

Debriefing is an important element of the game. The teacher should plan a discussion around what has been learned by playing the game. A few suggested questions are partial answers follow. These are not the only questions nor is a complete resume of the answers presented.

1. Did a pattern of movement develop? If so, then explain why. Obviously some pattern of ghetto movement developed. Most likely the ghetto families tended to move in one direction of the city. It is not likely that the families would encircle the ghetto

area itself. Some apparent reasons for this development are discrimination and the fact that the lower income families can only follow the lead of the upper income families.

2. Why was "block-busting" costly, slow, and difficult? The basic reason is that discrimination costs are the highest for the first family. It is slow because a block has to be adjacent to a block which is occupied by at least one ghetto family. Also an individual player does not wish to spend an excessive amount of money simply to break open a block.
3. Why after five families have moved into a block did the "tipping point" occur? At this point the non-ghetto families feel defeated and are willing to sell just to get out of this area. The non-ghetto families view the block as occupied and they fear they cannot even get the real value of the home.
4. Why did the upper income ghetto families have to act as "block-busters"? Is this realistic? This is a very realistic situation since the upper level families are the only ones who can afford to lead the way. They are the only ones who can afford to spend the necessary discrimination cost.
5. What was the rationale for the location and distribution of income blocks on the board? As is generally true of cities, the lower income groups surround the ghetto area. Also it is apparent that income levels tend to aggregate. It is also clear that there are few Level #5 blocks and this income group is isolated from the poorer sections of the city.
6. Why were the Level #5 families not able to enter a Level #5 income block? The basic reason is that a family could not afford to pay the discrimination cost. There are no wealthier families to pay the costs for them. The most this family could ever reach is Level #4.
7. How does the pattern developed on this board compare with the situation in your own city? This is an important concept to be developed. The student can compare to see how his own city is patterened.

Participant Instructions

Game Setup

A hypothetical city is laid out on a board in terms of 100 blocks. The center of the city is marked in slanted lines as the ghetto section. The blocks of the non-ghetto area are divided into income levels, ranging from Level #1, the poorest section, to Level #5, the richest blocks. Blocks are given a color to indicate the cost of maintaining residence in the block. Also, tokens or families are colored to indicate the income level of the family.

In order to reside in each block, a certain income is required. Level #1 (black) blocks require $1,000 to live there. Level #2 (red) blocks require $2,000 to maintain residence. Level #3 (yellow) blocks require $3,000 to maintain residence. Level #4 (blue) blocks require the family to possess $4,000 to live there. It requires $5,000 to live in Level #5 (white) blocks. Only ten families can live in a non-ghetto block at a time.

Each player is given 10 ghetto families, two from each income level (2 blacks, 2 reds, 2 yellows, 2 blues, and 2 whites) who wish to move out of the ghetto into the residential areas consistent with their designated income. For example, Level #4, blue families wish to live in Level #4, blue blocks outside the ghetto.

Game Strategy

The object of the game is for each player to employ a strategy whereby each ghetto family will move into an area consistent with its income. In theory, a player would have two families of each income in blocks of corresponding income at the end of the game. (See diagram.)

The non-ghetto families do not want ghetto families to move into their blocks. However, a non-ghetto family will open up a block for a ghetto family if this family will pay an extra cost. This cost is referred to as the discrimination cost. A discrimination factor or cost of $1,000 exists for each block which has no ghetto families located in it. The cost of discrimination decreases by $200 or 20 percent for each additional ghetto family that moves into the block, until the tipping point is reached when five ghetto families occupy the block. At this tipping point (after five families have entered a block, discrimination cost ends) ghetto families may buy at the real value of the home if they can afford to do so. For example, it costs $2,000 to move the first ghetto family into a black Level #1 block ($1,000 real cost + $1,000 discrimination cost). The first family to move into a block

is called a "block-buster" since it has opened up or "busted" the segregated block. When the sixth family has the opportunity to enter this block, there is no discrimination cost. That family has only to pay the real cost of the house. For a complete listing of the exact cost for each family to enter a block, see "Discrimination Cost" sheet.

Game Play

Each player is given $30,000 with which to move his ten ghetto families out of the ghetto. Each player should have a "Cost of Discrimination" sheet, a "Tabulation of Money" sheet, and a copy of the rules. Each player is expected to keep a running record of the money he spends. This can easily be done on the "Tabulation of Money" sheet. On this sheet a record should be kept of both real cost and the cost of discrimination, making the total cost. Also, each player should keep a record of his balance.

Play begins with any player. The first player is called "Player A." From there play is from the left of the first player. When a player"s turn comes up, he may make one of three moves:

1. He may move two families out of the ghetto. (If both famililies have enough money to buy into the area, they may do so.) The two families may be moved either directly from the ghetto or from one block to another outside the ghetto.
2. The player may move only one family either directly from the ghetto or from one block to another outside the ghetto. (A player may want to save some of his money.)
3. He may pass both moves. (Again a player might want to do this in order to save money or because the family wanting to move cannot afford to do so.)

If a player does not move at all in two consecutive rounds, he is out of the game at that point. The game terminates when all players have used all the money they are able to. The game does not end when one player reaches the optimum consistancy level. This player may quit at that point, but others are allowed to continue.

A player's theoretical outcome is shown in the illustration on the next page.

S.E. SECTION OF CITY

Ghetto	#1 B B	#2	#3	#3
#1	#1	#2 R R	#3	#3
#2	#2	#2	#3 Y Y	#4
#3	#3	#4	#4 B B	#4
#4	#4	#4	#5 W W	#5

A player's theoretical outcome

(B = black, R = red, Y = yellow,
Bl = blue, and W = white.)

Game Rules and Explanation

1. Each player is given 10 ghetto families to move out of the ghetto. The ten families are divided into income levels. Each player has 2 black families, 2 red, 2 yellow, 2 blue, and 2 white. The black families have $1,000 to spend on housing; red families have $2,000; yellow families have $3,000; blue families have $4,000; and white families have $5,000 to spend. No family may move into a block that costs more than it can afford. At any given time, each family can only spend the amount of money designated for it. Level #1 (black) families have only $1,000 to spend and cannot move into a block that costs more than this $1,000. Thus they cannot reach their desired income level until discrimination costs have ceased for that block.
2. A family cannot enter a block unless that block is adjacent to a block that already has at least one ghetto family in it. The block already with a ghetto family in it can join the other block at any point. Thus on the first move, the only blocks that can be moved into are those adjacent to the ghetto.
3. Only 10 families may occupy a block at any time. Another ghetto family cannot enter this block until one or more of those families has moved on.
4. Once a ghetto family has moved into the non-ghetto section, and wishes to continue to move, he may sell his house and receive money back. The amount of money a player receives back is only the real cost. No discrimination cost is returned to the family. The amount returned should be recorded on the "Tabulation of Money" sheet and figured into the balance. When moving out of a Level #2 block, the family receives $2,000 back, regardless of the amount of money spent to enter that block.
5. Any number of blocks may be jumped in one move---a Level #5 family could move directly from the ghetto to Level #4, so long as the block being moved into is adjacent to a block which already has a ghetto family in it.

Scoring

1. Players receive 100 points for each family that at the end of the game is located in a block equal to that family's income: black family in Level #1; red in Level #2; yellow in Level #3; blue in Level #4; and white in Level #5.
2. For those families who have escaped the ghetto, but have not reached their income level, a family receives 20 points for each income level beyond the ghetto. For example, at

the end of the game, a white Level #5 family in a Level #4 blue area would receive 80 points.

3. The highest number of points possible is 960. It is possible for players to tie.
4. At the end of the game, each player should count his points and write these on the "Scoring Sheet."

Debriefing Questions

Part I: The Game

1. Did a pattern of movement develop? If so, explain why.
2. Why was "block-busting" costly, slow, and difficult?
3. Why after five families have moved into a block did the "tipping point" occur?
4. Why did the upper income ghetto families have to act as "block-busters"?
5. What was the rationale for the location and distribution of income blocks on the board?
6. Why were the Level #5 families not able to enter a Level #5 income block?
7. How does the pattern developed on this board compare with the situation in your own city?

Part II: The Game and Reality

1. What problems of discrimination and ghetto life are not considered in this game?
2. What factors, in addition to lack of finances, produce discriminatory actions against minorities?
3. Whose responsibility should it be in real life to end discriminatory practices in housing--the federal government? the state government? the local government? the community? the individual?
4. What should be done to ensure equality of rights for all in housing and in every other aspect of living?
5. What can you as an individual do to eliminate discrimination?

Instructions for Classroom Use

In order to play "ESCAPE" the teacher needs one copy of the teacher's instructions and individual copies of the following sections for the students:

1. Participant Instructions
2. "Tabulation of Money" Sheet
3. "Discrimination Cost" Sheet
4. "Scoring" Sheet
5. Debriefing Questions

Each student needs one each of these.

If you are using this game for more than eight students, it will be necessary for you to reproduce an appropriate number of game boards and tokens. Each board and set of tokens

that is reproduced should be consistent with the original in color and in the number of each level of blocks. It may be possible for the students to reporduce the boards and tokens; or perhaps an art class would do so.

There are enough tokens included for eight players. These tokens are to be cut out and folded along the dotted line, making the token the shape of a "V". Each player will need two tokens of each of the five different income levels to actually move on the board. Each token is to be colored to represent a certain income level. On each token there should be a letter, representing each player, in order to keep his families separate from other families on the board.

Multiple copies of all pages needed to play the game, except the game boards are available in the book rooms of all four schools.

It is suggested that the pages of the game be pasted to heavy cardboard or plywood for purposes of reference or for use in playing the "Escape" game. After the tokens have been colored and cut out, cellaphane tape could be used to attach them to cardboard or plywood and would also prevent smudging.

It is further suggested that the game board be created by a student on oak tag or on a sheet of paper attached to a plywood backing. The size should be approximately 16" x 20" with each square about 1 1/2" x 1 1/2" in order to be large enough for play. A glassine covering or coating of clear shellac would be helpful in prolonging its use. (See gameboard at the end of Unit II)

IIH. IIIA. 39. Objective: To be able to list courses and effects of the growth of the suburbs.

Read and discuss: Branson, Margaret and Evarts Erickson, Urban America

Assign pp. 133-149 directing students to questions on pp. 136-137.

Multiple copies of cited book available in all four schools. (H-L)

II-IJ. 40. Objective: To be able to explain the concept of urbanization as a worldwide phenomena.

Read and inquire

Concept: Urbanization
Issue: What is urbanization and what are its effects on people?

Students should be introduced to the idea that urbanization means much more than growth and sprawl of cities; that it is, in fact, a complete change in way of living that produces problems because people have been conditioned by a culture that developed under different circumstances. In a rural society where our predominant values developed, society was oriented toward people and characterized by the frequency of interpersonal relations. The basic institutions of society (family, education, religion, political, economic) are not clearly delineated and often overlap. Whereas in an urban society the emphasis shifts to objects. Even though in the period of transition, the objects are important for the status they bring as a result of carryover from the people-oriented rural society, gradually the objects become important for themselves. Further, in urban society, relationships with other people become predominantly secondary in nature (e.g. fellow workers). The institutions of society become clearly delineated.

Inasmuch as status and prestige, a basic goal of man, are more easily achieved under rural circumstances but more elusive in urban circumstances, anxiety, loneliness and frustration naturally develop. The following readings will help to develop these understandings:

> Hughes, Helen MacGill, Cities and City Life, "The Italian Family in the American City," pp. 156-172.

The above reading can be used to demonstrate the process of urbanization (and Americanization) for immigrants. In reading, take note of examples of the orientation toward people, frequency of interpersonal relations and overlap of institutions in their former environment. How has urbanization brought change? Provide examples of the trend toward emphasis on objects, secondary relationships and clearly delineated institutional limits.

Following are some situations that can be the cause of enxiety among persons who bring familiar forms of behavior from a rural society to an urban society. The teacher is encouraged to develop other examples and to elicit examples from students.

Each example should be examined in the framework of the following questions:

1. How was this behavior appropriate in rural America?
2. If it is no longer appropriate, why not?
3. Who deems it inappropriate?
4. Why are anxiety, alienation, frustration and loneliness felt?

The teacher should keep in mind the characteristics of rural and urban life previously described.

Situations:

A. Migrants from Puerto Rico to America cities sometimes cluster together in large numbers and live in one apartment together simulating the extended family arrangement in Puerto Rico. Sometimes they keep a few chickens in their apartment.

B. Persons move from a rural village where the mayor might have been a neighbor as well as a local storekeeper to a city where the mayor represents 5000,000 people and a telephone call placed to him cannot get beyond a secretary.

C. A family moves from a rural area where children could play outdoors without direct supervision and the family could relax on a front porch to a third floor city apartment where the front "yard" is a concrete sidewalk and the "porch" is a set of concrete steps. The nearest patch of grass is a park six blocks away.

Multiple copies of cited book available from Title I office at Brearley. (All)

II-IJ. 41. Objective: To be able to compare and contrast earlier circumstances in which a role was created and later changes in circumstances in which former attitudes toward roles produce anxiety.

Students should be assigned to read Lerner, Gerda, The Woman in American History, pp. 11-14 and Hovenier, Peter, Perspectives in United States History, "Standards Survive in Plainville," pp. 697-698 and identify traditional expectations of women.

Class discussion should be held on the question:

What was the rational for the traditional role being assigned to women?

Students should then read Scott, Ann Firor, Women in American Life, pp. 154-175.

Discuss the following statement: The woman of the 1950's is an example of a ... 19th century attitudes toward women ... had earlier enjoyed a temporary challenge because of the suffrage movement and war.

The following discussion questions are suggested to develop an understanding that earlier roles, which may have been created in appropriate circumstances, were being perpetuated in a society which had changed substantially (it had become urban).

1. Does the rationale which supported the traditional role of women remain valid? Why? Why not?
2. How had circumstances changed? Remain the same?
3. As America became urbanized, did persons roles change? Why? Why not? Did expectations of roles change? Why? Why not?
4. How is anxiety the natural result of the changes in society and absence of change in attitudes? How is this anxiety manifested?

Note to the teacher: Development of the same understanding of anxiety being produced by carrying over old attitudes toward roles into new situations, in this case urban society, can be achieved through a similar study of:

1. role of children
2. attitudes toward owning land

Multiple copies of Hovenier book available in all four schools.
Multiple copies of Lerner and Scott books available in school where survey course is offered. (All)

II-IJ. 42. Objective: To be able to explain how former definitions of progress have contributed to contemporary problems.

To be able to identify causes of challenges to traditional institutional goals.

Read and inquire: Hovenier, Peter, Perspectives in United States History

Visual presentation of data research

Students should read the section "Faith in Progress," p. 644 of cited book. The following questions are suggested for discussion.

1. What brought about the idea of progress?
2. How did progress come to be equated with science, wealth, and industrial development?
3. Can the definition of progress change?
4. Under what circumstances?

A few students could be assigned the task of preparing a visual presentation of world population growth 1900-1970 and a projection for the future, 1970-2000. Population growth in the United States for the same period should be shown.

Suggested questions for discussion of the data:

1. What relationship exists between the Industrial Technological Revolution and population growth? How has each affected the other?
2. What is the relationship between world population growth, U.S. population growth and technological development?
3. As America and the world became urbanized, what impact can be expected from population trends and adherence to the traditional definition of progress?

A group of students could be assigned to study the Harvard-M.I.T. Report published in 1972. The report was fully covered in The New York Times. Their presentation to the class should cover the main points of the report which makes recommendations for shifting away from a production economy to a service economy.

Concluding discussion question: How are basic instructions in their traditional form being challenged in the urban world?

Multiple copies of cited book available in all four schools. (All)

IIJ. 43. Objective: To be able to explain the impact of the automobile on the city.

Read and discuss: Wade, Richard, Cities in American Life, "Middletown," pp. 198-201

Suggested discussion questions:

1. Compare and contrast life in Middletown in 1890's with life as it changed by mid-1920's.
2. What values were altered by the development of the automobile?
3. What problems faced Middletown in 1920's that did not exist or were very minor in 1890's?

Multiple copies of cited book available in all four schools. (H-L)

IIK. IVA. 44. Objective: To be able to identify anxiety, alienation and loneliness as being universal feelings in the urban world.

To be able to suggest alternative individual and institutional changes which can reduce and/or prevent their occurence in the urban world.

Class survey and analysis

The teacher can ask the following questions:

1. Do you ever have feelings of a free floating anxiety, alienation and loneliness?
2. Under what circumstances does it occur?
3. Do you ever wonder what is the "real me?"
4. What are the many roles you play?
5. Do your feelings occur more or less in the various roles?
6. What relieves your anxiety?
7. Under what circumstances are you free of these feelings?
8. Who are my friends?
9. How does urban life contribute to feelings of anxiety?
   a. How does the plan of your town contribute?
   b. How does the type of home you live in contribute? Would it be more or less true in other types of homes?

c. How does your occupation (or your father's/mother's) contribute?

10. How do the basic institutions (family, church, education, political, economic) support and contribute to these feelings?
11. Despite superficial difference, distinct characteristics of urban life can be identified. (alienation, loneliness, anxiety, lack of satisfaction, secondary relationships)
12. Does urban life as we know it conflict with an innate need of man to live in community? Can a community exist in a city? a suburb? How?

After in-depth discussion of the foregoing questions, students should be provided with an opportunity to suggest solutions to the following:

1. How can individual attitudes be changed in order to achieve a greater degree of satisfaction in the urban world?
2. How can institutions be restructured to achieve greater satisfaction in the urban world?

This activity could be accomplished through forming student committees to develop proposals for change in the five institutions. (All)

IIK. 45. Objective: To be able to trace the development of an American city.

Oral report.

A student should be assigned to prepare an oral report of the development of an American city.

Suggested sources: Cable, Mary, "Main Street of America," American Heritage, XX, No. 2 (February, 1969), pp. 45052

Cited book available in school libraries. (H-M)

IIK. 46. Objective: To be able to contrast life in the urban area with that on the frontier.

Observation.

Using Auchincloss, Louis, "Images of Elegant New York," American Heritage, XVII, No. 6 (October, 1966), pp. 48-64.

Have students comment on the quality of life represented. Note dress, what the people are doing, and the setting. The teacher might want to contrast this set of pictures with the ones shown on pp. 42-44. The opague projector can be used for this activity. (H-L)

TOKENS

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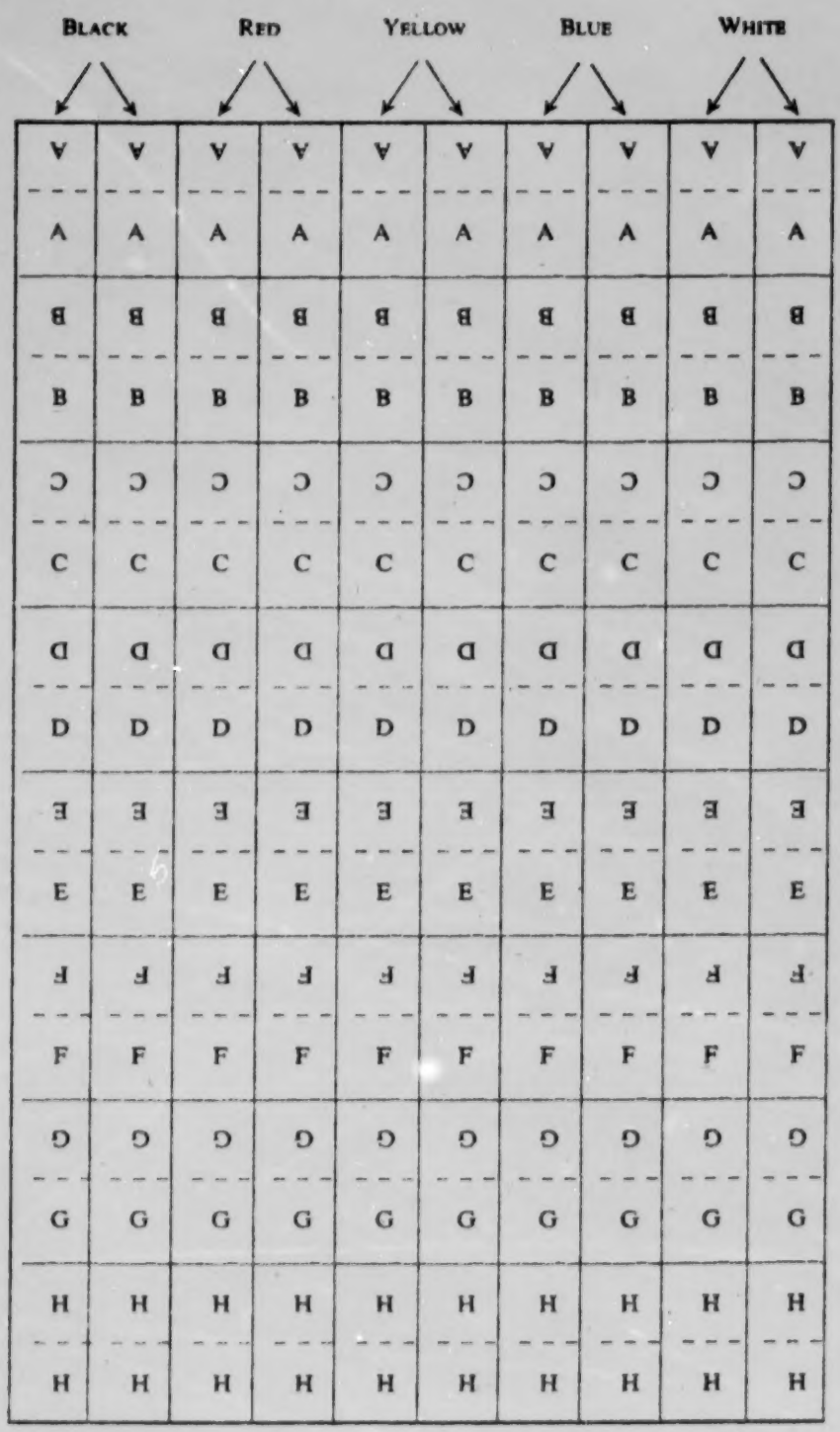

SCORING SHEET

PLAYER A	PLAYER B	PLAYER C	PLAYER D	PLAYER E
Points	*Points*	*Points*	*Points*	*Points*
·el #1	Level #1	Level #1	Level #1	Level #1
. family ———	a. family ———	a. family ———	a. family ———	a. family ———
. family ———	b. family ———	b. family ———	b. family ———	b. family ———
·el #2	Level #2	Level #2	Level #2	Level #2
. family ———	a. family ———	a. family ———	a. family ———	a. family ———
. family ———	b. family ———	b. family ———	b. family ———	b. family ———
·el #3	Level #3	Level #3	Level #3	Level #3
. family ———	a. family ———	a. family ———	a. family ———	a. family ———
. family ———	b. family ———	b. family ———	b. family ———	b. family ———
·el #4	Level #4	Level #4	Level #4	Level #4
. family ———	a. family ———	a. family ———	a. family ———	a. family ———
. family ———	b. family ———	b. family ———	b. family ———	b. family ———
·l #5	Level #5	Level #5	Level #5	Level #5
family ———	a. family ———	a. family ———	a. family ———	a. family ———
family ———	b. family ———	b. family ———	b. family ———	b. family ———
Total Points ———	Total Points ———	Total Points ———	Total Points ———	Total Points ———

"ESCAPE"

Social Education • November 1971

DISCRIMINATION COST SHEET

OST TO ENTER:	REAL COST	+	DISCRIMINATION	=	TOTAL COST
Level #1					
1st family	$1,000		$1,000		$2,000
2nd family	1,000		800		1,800
3rd family	1,000		600		1,600
4th family	1,000		400		1,400
5th family	1,000		200		1,200
6th and additional	1,000		000		1,000
Level #2					
1st family	$2,000		$1,000		$3,000
2nd family	2,000		800		2,800
3rd family	2,000		600		2,600
4th family	2,000		400		2,400
5th family	2,000		200		2,200
6th and additional	2,000		000		2,000
Level #3					
1st family	$3,000		$1,000		$4,000
2nd family	3,000		800		3,800
3rd family	3,000		600		3,600
4th family	3,000		400		3,400
5th family	3,000		200		3,200
6th and additional	3,000		000		3,000
Level #4					
1st family	$4,000		$1,000		$5,000
2nd family	4,000		800		4,800
3rd family	4,000		600		4,600
4th family	4,000		400		4,400
5th family	4,000		200		4,200
6th and additional	4,000		000		4,000
Level #5					
1st family	$5,000		$1,000		$6,000
2nd family	5,000		800		5,800
3rd family	5,000		600		5,600
4th family	5,000		400		5,400
5th family	5,000		200		5,200
6th and additional	5,000		000		5,000

AMERICAN URBAN STUDIES - UNIT II
"ESCAPE"
Social Education • November 1971

TABULATION OF MONEY

No block or home in the block is free. Each player should have this sheet and record all money spent and received. Also after each move the player should record his balance (the money he still has). Be sure to check the "Cost of Discrimination Sheet" to see if you have to pay an extra cost.

CIRCLE: PLAYER A, B, C, D, E, F

		INVESTMENT			MONEY RECEIVED FROM SALE OF PROPERTY	BALANCE
		Real Cost +	*Discrimination* =	*Total Cost*	*(Only Real Cost)*	
Begin		0	0	0	0	$30,000
Play	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	11					
	12					
	13					
	14					
	15					
	16					
	17					
	18					
	19					
	20					

"ESCAPE" GAME BOARD

Color each square as noted: Level #1 (Black) Real Cost $1,000, Level #2 (Red) Real Cost $2,000, Level #3 (Yellow) Real Cost $3,000, Level #4 (Blue) Real Cost $4,000, Level #5 (White) Real Cost $6,000

#2	#2	#3	#3	#3	#4	#4	#5	#5	#5
#2	#2	#3	#3	#3	#3	#3	#4	#4	#4
#2	#2	#2	#2	#2	#2	#2	#2	#3	#3
#1	#1	#1	#1	#1	#1	#1	#2	#3	#3
#1	#1	#1	#1	Ghetto Brown	Ghetto Brown	#1	#2	#3	#3
#1	#1	#1	#1	Ghetto Brown	Ghetto Brown	#1	#2	#3	#3
#2	#2	#2	#1	#1	#1	#1	#2	#3	#3
#2	#2	#2	#2	#2	#2	#2	#2	#3	#4
#2	#2	#3	#3	#3	#3	#3	#4	#4	#4
#3	#3	#3	#3	#3	#4	#4	#4	#5	#5

UNIT III

As The Suburbs Expand, Core Cities Have Become Plagued By Problems Of Decay Which Threaten Their Very Existence

OBJECTIVES:

1. To be able to explain the concepts of politics and influence and show how they affect urban life.
2. To be able to cite measures being taken to provide leisure activities appropriate for urban residents.
3. To be able to identify fiscal problems related to the urban crisis and propose solutions.
4. To be able to explain the economic and political implications of poverty in the United States.
5. To be able to explain the causes and effects of the high unemployment rate in the cities.
6. To be able to describe the marked increase in crime in urban America

CONTENT OUTLINE:

III. As the suburbs expand, core cities have become plagued by problems of decay which threaten their very existence. (suggested time: 5 weeks)

- A. The suburbs and cities remain interdependent.
- B. The maintenance of cultural facilities continues to be an essential function of the cities.
- C. The shrinking tax base in the cities has contributed to their financial crisis.
- D. The costs of urban government have skyrocketed because of added responsibilities.
  1. The rising number of urban poor has created an enormous welfare burden.
  2. Collective bargaining on the part of public employees has increased the costs of municipal services.

3. Outmoded governmental structures have been unresponsive to the need for efficiency and reform.

4. The marked increase in crime is costly both to the government and to the individual.

E. A high unemployment rate in the cities is largely due to a lack of adequate skill training of the inhabitants and the exodus of industry to the suburbs.

F. Urban problems have proven not to be confined to the city.

ACTIVITIES:

III. 1. Objective: To be able to explain the concepts of politics and influence and show how they affect life in urban America.

Multi-media kit: "Old Cities--New Politics"

This teaching unit is planned to take one to three weeks and examines the urban poor in historical and contemporary settings. It deals with the interrelationships between the city and the people. The teacher can elect to use the entire kit or select material from it.

Cited multi-media kit is available from G. Livingston. (All)

III. 2. Objective: To be able to identify characteristics and problems of urban life.

Field studies of urban area.

Motivating questions:

What constitutes urban life?
What does it mean to be an urban dweller?
Are our cities dying?
What are the problems of the city?
What can be done about them?

To try to find some answers to these questions, each student should observe firsthand; as much of the New York metropolitan area (includes suburbs) as possible. They can go alone or in groups but should be reminded to use common sense and exercise caution when it seems to be necessary. Visits can be supplemented with newspapers, television and, if necessary, very recent books. When students have finished their observations they should report what they have seen and their reactions and conclusions about it.

Some suggestions for investigation:

City government
Housing
Education
Transportation
Law and order
Community services
Culture and the arts
Ghettos (these are not necessarily slums but can be ethnic, racial, or religious.)
Mass media
Industry and business
Labor unions
Religion

As students observe they should ask themselves these questions:

1. What is its purpose?
2. How does it function?
3. Who is in charge?
4. Who participates?
5. Is it efficient?
6. Does it improve or detract from "the good life?"
7. Why was it established? When?
8. Should it be improved? How? Gotten rid of? Why?
9. Is it beautiful? Ugly? Why do you think so?
10. How is it financed? Is it expensive?

(All)

A-F. 3. Objective: To be able to compare and contrast living conditions for the poor in urban areas at different periods in history.

Read and report: Cities in Crisis, "Are We Our Brother's Keeper?" pp. 10-13.

This selection is a very descriptive article about poverty in Liverpool. Students, after reading article, could compare it to 20th-century poverty conditions in a class discussion. For further study students could read excerpts from Charles Dickens, Oliver Twist and compare the childhood experiences of Oliver to Claude Brown's book Manchild in the Promised Land or Rocky Graziano's biography, Somebody Up There Likes Me. Emphasis would be placed on analysis of urban ghetto life in different time periods: late 18th century England, 1940's in New York, and 1950's in Harlem, New York.

Multiple copies of Tretten book available in all four schools. (H-M)

A-F. 4. Objective: To be able to identify some of the problems of living in an urban environment.
To be able to report on current and long range programs designed to deal with these problems.

Media kit, "Poverty" (3 records and 3 filmstrips)

After viewing have students discuss questions listed at end of filmstrip.

The following research projects related to the filmstrip can be assigned:

Draw up a budget on which a family of four can live in moderate comfort, Compare the figure to: 1. A welfare Department budget for a family of the same size. 2. Proposals for a minimum family income.

OR

You are the director of your local poverty agency. What actions would you take to help alleviate the conditions of poverty that exist in your community? Present a platform of ideas and relate your findings to the class.

Media-kit available from Dayton and Brearley. (H-M)

A-F. 5. Objective: To be able to explain the general background of the problems facing U.S. cities.

Filmstrip: "Problems of Cities"

Filmstrip provides adequate overall background on rise and development of cities and their corresponding problems. Study guide includes some interesting questions for follow-up discussion after viewing. Study guide questions can be used as basis for class discussion.

Cited filmstrip available at Brearley. (H-L)

A-F. 6. Objective: To be able to identify some of the problems of living in an urban environment.
To be able to report on current and long range programs designed to deal with these problems.

Filmstrip: "Living in the Cities," Part One.

Using the filmstrip as a guide, have student groups prepare a debate or discussion dealing with the following topics:

1. Resolved: The benifits of living in a city outweigh the problems.

2. Resolved: The government should use national park land to build model cities for middle and low income families and provide financial incentives for the building of industrial complexes nearby to employ and train the residents of these cities.

3. Resolved: Cities are dying. Instead of trying to revitalize, we should find alternate means of providing housing, jobs and education. An alternate approach, or additional enrichment activity, to the filmstrip is a study guide with appropriate discussion questions which accompanies the filmstrip.

Filmstrip is available in multi-media kit "The Cities: People and their Problems," available from Dayton and Brearley. (H-L)

B. 7. Objective: To be able to cite measures being taken to provide leisure activities appropriate for all residents.

Filmstrip: "Leisure in the Cities"

Appropriate review and discussion questions accompany filmstrip. These may be used to further analyze filmstrip and stimulate further class discussion.

Filmstrip available in media kit "The Cities: People and their Problems," available from Dayton and Brearley. (H-L)

B.E. 8. Objective: To be able to explain problems and characteristics of urban living.

Filmstrip and records: "The Cities: People and their Problems" and Panel Report.

The filmstrips cover the topics of living, working, leisure and schools in cities plus the idea cities within the cities.

Divide class up into five groups and assign each group to one of the five filmstrip topics.to do library research. They will then show their filmstrip to the class and make a group presentation on the content of filmstrip and findings of their research.

Filmstrips available from Dayton and Brearley. (H-L)

C 9. Objective: To be able to identify fiscal problems pertinent to the urban crisis.

Filmstrip: "Your Tax Dollars" (N.Y. Times)

Review filmstrip and have class analyze sources of government income and budgetary outlays. Discuss fiscal crisis of urban areas and analyze the useful charts in filmstrip.

Suggested questions:

1. What new sources of revenue can you recommend without encouraging further exodus of industry and middle classes to the suburbs.

2. List and rank what you believe should be the five highest priorities of government spending in rank of importance.

Filmstrip available at Dayton and Livingston. (H-L)

D 10. Objective: To be able to compare and contrast individual and government responses in urban disasters between early 1900's and 1970's.

Panel Report.

A panel of five students will read; Wade, Richard. Cities in American Life, "The Galveston Floil" and "The San Francisco Earth Quakes, pp. 160-167. As examples of Urban Disaster in the early 1900's. Through library newspaper research on the summer of 1972 flood disasters that hit N.Y. and Pennsylvania. These panel members will report to the class and compare and contrast:

1. Health problems that developed and how they were handled. e.g. provision for safe water supply.
2. Responsive action by private citizens, Civic Organization efforts, police and military action, local, state and federal Government.
3. Emergency food, shelter, and transportation measures.
4. Emergency financial measures taken to helpthe ravaged areas.

Students should be directed to list efforts and compare and contrast individual and government responses to disaster.

Multiple copies of cited book available in all four schools. (H-L)

D. 11. Objective: To be able to identify, through use of a simulation exercise, the various roles of pressure groups and governmental officials in developing plans of action to effectively resolve urban problems.

Simulation: "Sitte"

Participants in this simulation are members of one of five interest groups who use their influence to produce changes in the city of Sitte. It is designed for groups of 25-35 students and requires from 2 to 4 class periods to complete. Students receive an appreciation of how difficult it is for government to satisfy all groups.

"Sitte" simulation is available from Title I office at Brearley. (H-L).

D. 12. Objective: To be able to identify and explain the political and economic implications of poverty in U.S. and proposals for reform of the welfare system.

Filmstrip: "The Welfare Dilemma"

Show filmstrip and discuss questions selected from discussion manual. Suggested supplemental activity:

Assign a group of students to research Welfare Reform proposals through newspaper and library resources. A bibliography is included in discussion manual.

Present findings in panel discussion in class.

Filmstrip available free of charge from:

The Courier News
1201 Route 22
Bridgewater, N.J.
Attn: Mr. Paul Troth

(H-L)

D-4 13. Objective: To be able to compare and contrast the incidence of crime in the cities in two different time periods. 1837 America and 1972 America.

Read and research: Wade, Richard C.; Cities in American Life, "Crime in the Streets" and "The Answer; more Patrolmen" pp. 67-70.

The cited readings present some of the problems facing city dwellers in 1837, and offers the answer of more patrolmen. Students can be assigned to do research in magazines on the problems of crime in the cities today and the solutions offered by modern America. Students could then compare and contrast effectively two periods of urban America.

Multiple copies of cited book available in all four schools. (H-M)

D-4 14. Objective: To be able to identify the frequency of violence as depicted in the mass media.

Media survey and analysis.

Students can be divided into groups to pursue a study of specific areas of mass media (such as T.V., films, newspapers, national magazines) to determine the rate of violence depicted over a specific period of time, e.g. two weeks. Students could make charts plotting incidents of violence on a particular T.V. show or take a weekly newspaper and observe the frequency of violence in the films advertised for that week. Panels would report back to class and predict the effect of violence in the media on the individual.
(H-L)

D-4 15. Objective: To be able to explain what can be done to make the cities and suburbs more secure as areas of living.

Filmstrip: "War on Crime", and interview a local police authority.

Assign one person per class to interview the local Police Commissioner of their town asking questions such as:
1. What is the breakdown of types of crime locally?
2. What can be done to prevent crime?
3. Would a police Cadet program, such as Plainfield's be effective in the town?

Research and report findings to class.

Filmstrip available from Dayton or The Courier News
1201 Rte 22
Bridgewater, NJ
Attn: Mr. Paul Troth

D or IV-E 16. Objective: To be able to identify some of the problems which have affected the city historically.

Read and list: Wade, Richard C. Cities in American Life. "A Sink of Corruption," "The Schools Indicted," and a contrasting optimistic view "A Noble Domination," pp. 149-155.

Students should contrast and compare the pessimistic views of the first two articles with the optimistic views of the last article in a summary list. As an inter-related activity students should compare problems both pessimistic and optimistic. This could be accomplished by library research of recent magazines and newspaper articles.

Multiple copies of cited book available in all four schools. (H-M)

E 17. Objective: To be able to describe some of the social, cultural and technological factors influencing job opportunities.

Filmstrip: "Working in the Cities."

Adequate descussion questions follow in study guide. A student oriented activity is included in guide.

Filmstrip is available in multi-media kit "The Cities: People and Their Problems," available from Dayton and Brearley. (H-L)

E 18. Objective: To be able to identify some of the problems related to increased automation.

Oral presentation.

Have students look at the want ads in local newspapers and prepare a chart listing jobs which require specific skills, and show how automation has caused this need for skilled workers.

Present findings to class in form of oral presentation. (H-L)

E-19 Objective: To be able to identify some of the problems related to the welfare burden facing urban areas.

Filmstrip: "The Welfare Dilemma."

A study guide accompanying the filmstrip contains some excellent questions for class discussion. Students can develop an outline of the welfare structure from this filmstrip.

Cited filmstrip available from Dayton or The Courier News
1201 Rte 22
Bridgewater, NJ
Attn. Mr Paul Troth

F 20. Objective: To be able to identify immediate and long range local community needs.

Oral report, bulletin board, collage.

Students should be assigned to identify local problems that have developed as the population increases, eg. recreation, waste disposal, traffic, pollution, water supply, slums, housing. They should make a list of needs for the immediate future, and another list of long range needs. Students can also prepare a bulletin board and collage to accompany an oral report presenting the data. (H-L)

21. Objective: To be able to interpret a film message and explain it orally or visually.

Film: Unseen Suburbia.

The student or a group of students should create one of the following:

1. Draw and interpret a political cartoon based upon a theme from the film.
2. Write a letter to the editor of a local newspaper, based upon film message.
3. Write a poem and prepare a collage on a theme of the film.
4. Compose a folk song on a theme from the film.

Film available from:

NBC Educational Enterprises, Inc.
Film Exhange Rte 9W
Englewood Cliffs, NJ 07632 (H-L)

F 22. Objective: To be able to identify urban problems in his own community and to list solutions.

Photographic essay and interview with local leaders.

The student who is a "Camera Bug," can prepare a photographic essay on urban problems in his community, using an 8 or 16 MM Movie Camera, or a Slide Camera. The student will photograph these problem areas, and interview local officials, such as Health Officer, Traffic Coordinator, Recreation Director, Welfare Director, Planning Board Chairman, Mayor, and a Local Councilman for their views. Then using the prepared film, and notes taken on interviews, present a report to the class. (H-L)

F 23. Objective: To be able to identify an area of the Community in need of rehabilitation and organize class effort to promote constructive action for reform.

Community Action Project.

Students should identify an area in their community in need of rehabilitation and suggest solutions. The best solutions should be followed up in the following ways:

1. Write a 250 word newspaper "editorial."
2. Write a letter to the editor of your local newspaper.
3. Write a letter to your Mayor or Councilman, outlining the class proposal.
4. Solicit the support and manpower assistance of a local civil group such as the Jaycees and League of Woman Voters
5. Compile photographs as supporting data. (H-L)

UNIT IV

Urban Areas Are Being Challenged to Provide an Acceptable Quality of Life

OBJECTIVES:

1. To be able to compare and contrast the manner in which individuals and groups act in their own self interest and the effect of those actions on urban living.

2. To be able to identify the problems and solutions related to mass transportation systems.

3. To be able to identify urban pollution problems and suggest solutions.

4. To be able to identify health problems associated with urban living.

5. To identify the factors causing upheaval in urban schools and the reasons they exist.

6. To identify causes and effects of the housing crisis in urban areas.

CONTENT OUTLINE:

IV. Urban areas are being challenged to provide an acceptable quality of life. (4 weeks)

   A. Urban residents feel a sense of anxiety, alienation, loneliness and frustration.

   B. Low and middle income groups are frustrated in their search for suitable housing.

   C. Increased dependence on the automobile and the failure to develop comprehensive mass transportation systems has led to a complexity of problems.

      1. City retail centers have suffered loss of business with the construction of suburban shopping centers.

      2. Increased use of the automobile is responsible for traffic congestion and widespread air pollution.

      3. City residents are unable to reach jobs in the suburbs.

      4. Suburban dwellers are caught in the "rat race" of commuting and the necessity of owning more than one car.

D. Antiquated laws and attitudes have contributed to air, water, land and noise pollution.

E. The viability of traditional urban schools has been questioned by those seeking change.

F. The status of the health of many urban residents is reduced because of environmental factors and the unavailability of adequate medical care.

ACTIVITIES:

IV. 1. Objective: To be able to compare and contrast the manner in which individuals and groups act in their own self interest and the effect of those actions on urban living.

Simulation.

New York Metropolitan Area Simulation. Everyone in the class can assume the role of a New York Metropolitan area resident. Each person must create basic biographical information about his role. This would include age, sex, race, religious background, nationality, marital status, size of family, education, occupation and income. Suggested roles to give a cross-section of people in the area follow:

1. Union County, NJ suburban resident.
2. Bergen County, NJ suburban resident.
3. Westchester County, NY suburban resident.
4. Newark, NJ central ward resident.
5. Bedford Stuyvesant, NY resident.
6. East Harlem, NY resident.
7. Long Island, NY resident.
8. East Village, NY resident.
9. Queens, NY resident.
10. Upper East Side, Manhattan, NY resident.

Not every area or type of person could be represented, but those selected are similar to others that are omitted. Once each person knows his role, he should:

Find out what issues this person would be excited about and his stands on these issues. Each person will submit a position paper that identifies the issues , and explains his views and reasons for them. This information can be found by using area newspapers and current magazines. Students should be advised to utilize the Reader's Guide and New York Times Index to look up such topics as "Middle Class," "Upper Class," "Blue Collar," "Blacks," "Puerto Ricans," "Liberalism," "Youth," etc.

After completing their position papers, students who assumed similar roles should discuss the issues and their views with each other, as if they are neighbors. Each "neighborhood" will develop proposals or ordinances they want passed by their local government.

As a conclusion, all "neighborhoods" combined will hold a regional meeting in which each "neighborhood" can present its proposals and can vote on other proposals. (All)

2. Objective: To be able to compare and contrast urban areas of the past with contemporary urban areas.

Read and discuss: Tretten, Rudie W. Cities in Crisis.

Assign pp. 4-21 and discuss questions which accompany the readings. The teacher may consider "Activities for Involvement," pp. 21-22.

Multiple copies of cited book available in schools where course is offered. (All)

3. Objective: To be able to identify many of the problems facing urban areas by a study of the music of the period.

Records, collage, and discussion.

Students should bring in records such as:

West Side Story
In The Ghetto, Elvis Presley
Give a Damn, Spanky and Our Gang
Summer in the City, Lovin Spoonful
Up On the Roof, Drifters and/or Carol King
Neon Rainbow, Boxtops
Downtown, Petula Clark

After listening to several selections have students select a record, write down the lyrics, and attempt to interpret the song through use of a collage. Class discussion should follow presentation of collages. (H-L)

A-C 4. Objective: To identify urban problems.

Cassette, research, panel presentation and photo display.

A group of three or four students should listen to the cassette and take notes on it, and supplement with research in current periodicals. They can assemble pictures taken from periodicals, or prepare their own photographic essay and present the report to the class in the form of a panel presentation.

Cassette on "Racism, Poverty and Urban Collapse" available from Brearley. (H-L)

A 5. Objective: To be able to identify the forces and problems which threaten the urban areas of today.

Film: The City: Heaven and Hell.

This film outlines the creative and destructive nature of the city in history. Students can outline some of the positive and negative aspects of city life as portrayed in the film. Class discussion following viewing could revolve around these student outlines.

Film available through Union County Film Library. (H-L)

A 6. Objective: To be able to explain rehabilitation efforts in cities in New Jersey.

Film: The Cities: Dilemma in Black and White, 54 minutes.

The following is suggested as a follow up activity:

Assign a group of 5 students to write to the following to inquire about their efforts to rehabilitate poor areas of their cities.

1. Vice President - Public Relations
   Prudential Insurance Co. Newark, NJ.
2. Hon. Kenneth Gibson, Mayor of Newark, NJ.
3. Hon. Thomas Dunn, Mayor of Elizabeth, NJ.
4. Hon. Frank Blatz, Mayor of Plainfield, NJ.

Report on information gained, in Panel Discussion.

Film available from Union County Film Library. (H-M)

B 7. Objective: To be able to explain the housing crisis in America's urban areas.

Read and discuss: Tretten, Rudie W. Cities in Crisis.

Assign pp. 23-64 and discuss questions which accompany the readings. The teacher may consider "Activities for Involvement," p. 64.

Multiple copies of cited book available in schools where course is offered. (All)

C 8. Objective: To be able to identify the effects of the automobile on city life.

Read and discuss: Branson, Margaret and Erickson, Evarts. Urban America.

Assign pp. 115-131, directing students to questions on p. 117.

Multiple copies of cited book available in all four schools. (H-L)

C 9. Objective: To be able to define and explain the complexity of problems created by increased dependence on the automobile and the failure to develop adequate mass transportation systems.

Read and discuss: Tretten, Rudie W. Cities in Crisis.

Assign pp. 65-85 and discuss questions which accompany the readings. The teacher may consider "Activities for Involvement," p. 84.

Multiple copies of cited book available in schools where course is offered. (All)

C 10. Objective: To identify some solutions to the need for mass transportation.

Read and write essay.

Students should be assigned to read "Train-in-Vacuum," and drawing upon the ideas presented in the article, write a 250 word editorial commenting on these proposals and supplementing with his own ideas. Each person should read theirs to the class and follow up with group discussion. (H-L)

A copy of the reading appears on page 63.

Train-in-Vacuum Eyed For Mass Transit.

A train carrying 80 persons that can be sped through a vacuum tube at 250 miles per hour may be the way people will travel in the year 2000.

This and other schemes for solving the mass transit snarl of the northeastern United States including the New Jersey-New York area are under study by the federal Department of Transportation.

The idea is especially designed for the kind of urban mass transit needed in fringe suburban areas around metropolitan regions like New York City. The Urban Mass Transit Administration is taking a close look at the New York-New Jersey and Connecticut region as a possible place to sample such mass transit systems.

Another would be a rubber tired monorail vehicle that could carry 50-80 persons at 120 miles per hour from the suburbs into the core city.

Still another is a tubular vehicle suspended from the side of an elevated box-beam carrying 106 persons at 75 miles per hour.

With these kinds of mass transit there is no need for substantial additional highway building in the next 30 years, the federal government agency predicted.

Another mass transit concept is under study by the federal government that originated at Rutgers University's Center for Transportation Studies.

It is the combination of floating aquadromes in the Hudson River around Manhattan Island connected by high speed short-take-off and landing planes with suburban airports.

Urban Transit Adminstrator Corlos C. Villarreal said, "Our cities are in great need of any new forms of urban mass transit, especially small, personal transportation vehicles which would be competitive with the private automobiles.

The Administration is studying new mass transit systems under a $500,000 grant.

Rudimentary models of some proposed systems have been built, he said, and the next step is to engineer and test prototypes.

Taking development and economic factors together it could be 20 years before these systems are in full operation in an urban area, he said. The time could be shortened by as much as 10-15 years if some community chose to invest in a crash program of development, he said. "For the time being" he said, "tommorrow's transportation is still for tommorrow."

Meanwhile, state, regional and local officials will have to grapple with the problems of highway construction in urban and suburban areas including Middlesex County, the federal road authorities admit.

C 11. Objective: To identify New Jersey's Mass Transit Commuter problems and propose improvements.

Read and discuss: "Everything's Near and Yet So Far Away."

Suggested discussion questions:

1. What problems plague bus companies? daily commuters in New Jersey?
2. Evaluate areas for improvement and suggest a reform proposal.

Everything's Near and Yet So Far Away.

If you want to hear some weird stories about commuting, go up to Hackensack and talk to Frank E. Tilley, executive director of the Bergen County Board of Transportation.

First off, he'll tell you about the young woman who discovered the true meaning of "the long way 'round."

It seems she moved into a garden apartment in the Radburn section of Fair Lawn. She'd thought it was a convenient location to her new job as a teacher in the Bergen County Community College in Paramus. After all, the campus was only three-fourths of a mile from her apartment.

She didn't own a car, and there were no convenient sidewalks. But she'd seen buses traveling along nearby roads. How could she get by bus from home to job?

To find the answer, she contacted Tilley's Transportation Information Service which his board operates for Bergen residents. Much to her amazement, the young woman discovered that the three-quarters of a mile was many times farther than it looked on the map.

From Fair Lawn she had to take a Fair Lawn Transportation Co. bus to Paterson, five miles west, which was the opposite direction from where she wanted to go. At Paterson she must change to a Public Service bus which took her seven miles southeast to Rochelle Park, she had to change again--this time to an Inter-City bus which carried her three miles to the Community College.

Total mileage: 15. Total one-way fare, 90 cents.

In Bergan County not everything is what it appears, transportation-wise.

There are 93 bus lines, operated by 13 companies. But none of them are coordinated with the others. It's every bus company for itself, and devil take the rider.

North of Route 4, which means the upper three-fourths of this great and populous county, there is no cross-county bus service--or, cross-county rail service, either, in the entire county for that matter.

Paramus is an important goal for thousands of Bergen residents who wish to visit the Bergen Pines County Hospital just north of there. Yet if you live in Closter, in the northeastern part of the county only seven miles away, you must take three buses operated by three different companies and pay three different fares to reach Paramus.

In fact, because of the poor bus service to the hospital, the institution faced an employment crisis. Hospital attendants not only couldn't get to work and home, but even such service as existed robbed them because of the multiple-transfer and multiple-fare situation.

The solution which Tilley's board came up with was the establishment of its own bus line as a demonstration project, subsidized by both the Bergen Freeholders and the State Department of Transportation.

The service opened last Oct. 20. The fare is 35 cents. It runs three trips daily from Paterson to the hospital via Route 4 and Route 17.

All this is prologue to Tilley's "Declaration of Independence" from privately-owned transportation services.

"We are in favor of a State authority to operate all of our railroad and bus services," Tilley told us. "The Port of New York Authority didn't do it. But we've learned our lesson.

"New Jersey has its own problems that have nothing to do with New York State."

Tilley, who is also a member of the State Department of Transportation's Commuter Advisory Committee, proposes an operating authority along more commuter-oriented lines than the Port Authority.

Obviously referring to Theodore Kheel's charges that the 12 Port Authority commissioners are largely representative of bondholder interests, Tilley says:

"The New Jersey authority should be composed of ombudsmen types --people who represent the public. The membership should not all be banking and investment people who watch out only for the interests of the bond holders."

The 13 bus companies, Tilley says, won't say how many passengers they carry. But he estimates the total at about 40,000 a day.

The bus companies' predominantly north-south routes, running through the main street of many municipalities, are geared primarily to carrying passengers into and out of New York City, mostly via Lincoln Tunnel and secondarily by way of the George Washington Bridge.

This provides fairly adequate service to the Big Town. But a lot of Bergen riders would like to take the buses to jobs elsewhere--and can't. Hence, they crowd the highways in their private automobiles.

There is no convenient service for Bergen residents to Newark Airport.

Although Bergen County lies right across the Hudson River from New York City, it takes bus riders from many Bergen points longer to reach mid-town Manhattan than it takes rail commuters from such much farther points as New Brunswick and Trenton.

The best time that an express bus can travel the 16.2 miles from River Edge (just north of Hackensack) to the Port Authority bus terminal at 41st Street and 8th Avenue is 43 minutes.

But commuters from New Brunswick (when their Penn Central trains are on time) make it to New York's Penn Station--slightly twice as far at 32.7 miles--in 42 minutes.

Oradell is 17.6 miles from the New York bus terminal and the best time is 48 minutes. Yet rail commuters from South Amboy make the 30-mile run to Penn Station one minute faster.

Harrington Park in the far northern section of Bergan County is 20.4 miles from mid-Manhattan, or slightly more than one-third the distance between mid-Manhattan and Trenton. Yet the Harrington Park-Manhattan bus ride takes 62 minutes, while the rail commuters from Trenton make it in about the same time.

What galls the commuters from Harrington Park, Dumont and other points in the eastern section of Bergen County is that they once had much better service via the West Shore rail line.

Tilley is realist enough to know that there will be no revival of the costly ferries which formerly carried West Shore riders from Weehawken to both mid-Manhattan and Downtown.

But he proposes a new pair of terminals on the Jersey side for restored West Shore trains. He says buses could meet trains at the Weehawken station, which is only one-fourth mile from the Lincoln Tunnel, and scoot the commuters into mid-Manhattan.

The other terminal for the West Shore trains would be either at Jersey City or Hoboken where the passengers would transfer to PATH trains for Downtown.

But coordination of bus and rail services, and travel improvements in every section of the county--Tilley holds--can only come about through a New Jersey-operated authority which has only the interests of New Jersey commuters at heart.

(H-L)

C 12. Objective: To identify some of the problem areas which threaten the existence of urban life.

Filmstrip Preview: "Air Pollution and You," FSDB-B43
"New Crisis in Transportation," FSDB-B110

After preview have students do further research and make class presentation filling in pertinent data or updated information to filmstrip. Students might be able to make a sound-track cassette to accompany the filmstrip.

Filmstrip available from Brearley.

C 13. Objective: To be able to identify some of the problems related to mass transportation facilities in the cities.

Collage preparation.

Students should arrange a collage display illustrating:
1. Advances in public mass transportation in the cities.
2. Problems in public mass transportation in the cities.

Collages will then be presented to class for discussion purposes.

C 14. Objective: To be able to explain what constitutes an urban area. To be able to offer constructive alternatives for change.

Film: The Middle Atlantic Seaboard Region, The Great Cities: Megalopolis.

The film describes reasons for the concentrated growth of population. It also highlights such areas as transportation systems, housing, services, and provisions for recreation. Students can outline key concepts presented in film and as a further activity, students can divide into groups and select one area (such as transportation, housing, services, recreation) and prepare a list of ways in which they might improve these areas in a city of the future.

Film #0849 available free from Union County Film Library.
(H-L)

D 15. Objective: To be able to identify local pollution problems and suggest solutions.

Student Bulletin Board or Poster Display.

Each week a group of students will select a few points from the "Check List for Your Community" Suggested assignments:

1. Prepare a Bulletin Board with pictures accompanied by annotated cards. Perhaps, a cartoon approach with light but suitable touches of humor to illustrate major points could be used.

2. A class poster contest, with each poster illustrating a point from the check list for local community. The teacher can put up the best posters around school to alert students to the class message.

CHECK LIST FOR YOUR COMMUNITY

1. Does your community have pollution control laws--air, water, noise, solid waste? Have these laws been revised in the past five years?
2. Do you have a copy of your community's pollution control laws?
3. Does your community have adequate personnel to test for pollution and enforce control laws? All day, every day?
4. Do you know how to report a pollution violation?
5. Do community schools conduct courses on environmental control? To adults also?
6. Is there a community conservation club?
7. Who do you think is creating pollution in your town? What kind of pollutants do they create? What are they doing to control it? Have you discussed pollution with them?
8. Does your community provide any tax incentives or relief measures for installation of pollution abatement systems?
9. What pollutants from sources outside of town blow or flow into your community?
10. Does your town test for pollution?
11. Does your community have a pollution emergency warning system?
12. How often must windowsills in your homes and schools be cleaned of airborne dust?
13. How often are homes repainted in your town?
14. Must you wipe dirt and greases from clotheslines before hanging up wash?
15. Do you burn garbage, branches, or leaves?
16. How does your community despose of garbage?
17. Is refuse permitted to accumulate on streets and in vacant lots?
18. Are there adequate numbers of refuse containers on street corners and in parks?
19. Do people abandon cars on the streets of your town? Are there penelties for doing this?
20. Are gutter downspouts connected to a storm sewer?
21. Does flooding regularly occur after rainstorms?
22. Are there ever water shortages or restrictions in your community?
23. Would you swim in or drink water from rivers, lakes, and streams in your town?
24. Are beaches or picnic sites ever temporarily closed because of pollution?
25. Do fish live in streams flowing through your town? What kind--scavenger or game fish?
26. How often are streams and rivers in your town clean?
27. Are all homes connected to sewer systems?
28. What kind of sewage treatment does your village provide?

29. What type of materials do you put down the sewers--detergents, paint, cleaners, poisons, etc?
30. What kind of water supply treatment does your village provide?
31. Does the sound volume from your television or radio annoy other people?
32. Do you have to raise your voice to be heard above the noise from appliances or machines?
33. Are you willing to spend some time and money by volunteering to help your community fight pollution?

(H-L)

D 16. Objective: To be able to identify some of the causes of air, water, land and noise pollution.

Filmstrip: "The Beer Can By The Highway."

This filmstrip contains over 25 questions for further class discussion. Students can follow-up this filmstrip with a survey of their community's resources and the degree of pollution of these resources. This could be presented to the class for comparison to the filmstrip viewed.

Filmstrip available from Gov. Livingston. (H-L)

D-E 17. Objective: To be able to identify and explain problems of pollution.

Filmstrip: "Air Pollution and You".
Read and discuss: Wade, Richard. Cities in American Life. Ecology: Can We Save Our Resources What Can Be Done?
The following assignments should be made:

1. Wade, pp. 171-173
2. "Ecology", p. 2.

Discussion questions follow each reading.

A student or a group of students can be assigned to preview and write a script for the filmstrip and present report on the pollution crisis.

Filmstrip available from Brearley. (All)

D 18. Objective: To be able to identify the problems of solid waste disposal and propose solutions.

Filmstrip: "Pollution, Part 7, Disposal Crisis."

A group of students can be assigned to preview the filmstrip and research the topic preparing a script for the filmstrip. The group should present the filmstrip to the class with their own narrative.

Filmstrip available in schools where course is offered. (H-L)

D 19. Objective: To be able to identify priorities in meeting pollution problems.

Reading: Ecology: Patterns of Civilization.

Students should be assigned to read pp. 2-34 and answer the following questions:

1. Can you think of any recent events which have made people more sensitive to the problem of pollution?
2. In establishing prioities, the relative importance of convenience and protection of the environment must be considered. Are we willing to pay the cost in terms of individual inconvenience, additional taxes, or higher prices for goods, in order to combat the problem?
3. Illustrate the presentation, with magazines pictures, a Bulletin Board, or collage. Perhaps a student could design a poster promoting the ecology effort.

Multiple copies of cited book available in all four schools. (H-M)

D 20. Objective: To be able to identify and explain the relationship between urbanization and pollution.

Read and discuss: Tretten, Rudie W. Cities in Crisis.

Assign pp. 87-119 and discuss questions which accompany readings. The teacher may consider "Activities for Involvement," p. 119.

Multiple copies of cited book available in schools where course if offered. (All)

D 21. Objective: To be able to cite examples of how antiquated attitudes have contributed to pollution.

Read and discuss: Branson, Margaret and Evarts Erickson. Urban America.

Assign pp. 169-179, directing students to questions on pp. 170-171.

Cite as many examples as you can of the effect of antiquated attitudes on the environment.

Multiple copies of cited book available in all four schools. (H-L)

D 22. Objective: To be able to identify many of the sources of pollution.

Read and report; Reprint notebook, "Pollution"(contains 60 readings on various pollution topics).

Students may read several articles on a given topic related to pollution and then make class presentation on their findings. Topic areas could include automobile, water, and wildlife. Students should be encouraged to make collages summarizing their feelings regarding pollution as a culminating activity following the class presentations. (H-M) Reprint notebook available in each library.

D 23. Objective: To be able to identify some of the ecology problems which face urban areas.

Film: The First Mile Up.

This film presents evidence of the dangers of air pollution, and also presents the experience of cities in the U.S. that are trying to overcome the problem. Students may discuss key areas of pollution presented and then do further research on the topic in the paperback Ecology: Can We Save Our Resources? This booklet contains several interesting case studies which should arouse student interest.

Multiple copies of cited book available in all four schools. Film #0900 available from Union County Film Library. (H-L)

D 24. Objective: To be able to compare the relative merits of some proposed solutions to contemporary urban problems.

Group report.

Have students prepare a group report, using The Reader's Guide for articles on the topic of garbage disposal. They should find out why garbage is such a problem in so many cities and what attempts are being made to solve the problem. Follow-up class discussion after group presentation would enhance student understanding of waste disposal problems and alternative solutions. (H-L)

E 25. Objective: To be able to identify the relationship between the health of people and their environment.

Oral report.

A student can be assigned to do an oral report on the topic:

Childhood lead poisoning is a preventable disease, and basically a problem of the residential environment. (All)

E 26. Objective: To identify the factors causing upheaval in many urban schools and the reasons these factors exist.

Filmstrip: "Schools in the Cities."

Appropriate questions are included in study guide for class discussion. The following hypothetical case is suggested as a related student activity: You have been chosen by the department of Health, Education and Welfare to create your own school. Anything goes! You may structure it in whatever fashion you choose. Complete the following form, which well be submitted to the department for final approval:

Type of School:
Purpose:
Age levels:
Location:
Description of Building Plant:
Number of Professional Staff:
Curriculum Requirements:

Describe your objectives and goals and how your school would be an improvement over existing educational institutions.

Filmstrip from multi-media kit, "The Cities: People and Their Problems" available in all four schools. (H-L)

F 27. Objective: To be able to identify some of the health problems facing urbanized societies.

Read: Wade, Richard C. Cities in American Life.

The selections, "The Control of Disease," pp. 70-74, and "The Revenging Sword of Pestilence," pp. 28 for two viewpoints on health problems in urban areas (Charleston, 1700 and Boston, 1849) Students can do research, current magazines on current health problems in urban areas (e.g. rising statistics on communicable diseases children are getting such as, venereal disease and on lead poisoning from paint in tenements).

Students who are particularly interested in this topic might want to read and report to class on --

Zinsser, Hans. Rats, Lice and History, which relates how disease often affects the history of urban life. Call no. (616.92 Zi: available in school libraries).

Multiple copies of cited book available in all four schools. (H-M)

28. Objective: To identify urban problems related to the automobile.

Read: "Cars and Cities: On a Collision Course." Life Education Reprint, 1970.

An individual or group of students can be assigned to read this 16 page article and report on it to the class, answering questions such as:

1. Is building new high speed highways the answer?
2. How necessary is urban planning for the future?
3. What are merits or demerits of the following in urban transportation? a. cars? b. busses? c. Railroad Mass Transit?
4. Where is the combustion engine taking the cities?
5. Discuss what some cities have been doing to meet these problems.

Cited reading available in libraries of all four schools.
(H-M)

UNIT V

What are the prospects for urban development in the world of the future?

OBJECTIVES:

1. To be able to list proposals for improved urban life in the future.
2. To be able to identify human problems in the urban world and propose solutions.
3. To be able to define and explain attempts at restoring a sense of community in urban life.
4. To be able to identify alternative forms of governmental organization designed for urban living.
5. To be able to identify new forms of institutional organization to meet the needs of urban life.

CONTENT OUTLINE:

V. What are the prospects of urban development in the world of the future? (3 weeks)

- A. Urban life must be humanized to reduce the sense of anxiety, alientation, loneliness and frustration that presently characterizes it.
- B. A variety of plans have been offered to transform the megalopolis into an acceptable human environment.
  1. Attempts have been made to restore a sense of community through block organizations and urban communes.
  2. New concepts in city planning have been proposed to make urban areas functional for human beings.
  3. One alternative to the growth of the metropolis is construction of new total communities.
  4. Regional cooperation in dealing with common problems concerning public services and planning may meet the needs of some areas.
  5. Increased federal and state assistance is being sought to help solve urban problems.

ACTIVITIES:

V. 1. Objective: To list proposals for improved urban life in the future.

Read and report: "Cities for Tomorrow," Life Educational Reprint.

A group will prepare a panel discussion and drawings as a report on the series of articles on planning proposals for new type of cities. The following criteria can be followed for evaluating each proposal.

1. Is it practical?
2. Is the appearance attractive?
3. Have time saving and comfort for residents been considered?
4. Is it science fiction? Or a realistic workable, possible, plan for the future?

Cited reading available in school libraries of all four schools. (H-M)

VA. 2. Objective: To be able to identify human problems in the urban world and propose solutions.

Read, discuss and suggest alternatives: Hovenier, Peter, Perspectives in United States History.

Students should be assigned to read "The Urban Dilemma," p. 615 of cited book.

Suggested discussion questions:

1. How has urban America become dehumanized?
2. Are most urban people leading empty lives "filled with false vitality" as Mumford states?
3. What alternatives for change can you propose?

Multiple copies of cited book available in all four schools. (All)

VA. 3. Objective: To identify the relationship between city planning and the security of people.

Read and discuss: The City: Patterns of Civilization, pp. 16-20

Suggested discussion questions:

1. How can poor city planning create damage for city dwellers?
2. What does the author consider a better deterrent to street crime than police protection?
3. In what way does she believe that city planners make mistakes in their planning of urban areas?

Multiple copies of cited book available in schools where course is offered. (H-M)

VAB. 4. Objective: To be able to identify forces which have created the urban dilemma and propose responses.

Read and report: Harrington, Michael, The Accidental Century, pp. 1-42

A very able student can prepare a report to the class on the present urban dilemma and how it developed. Are we ensnared in a hopeless downward spiral or can we gain control over what Harrington believes is the accidental revolution?

Cited book available in school libraries. (H-M)

VAB. 2,3,4. 5. Objective: To be able to identify some examples of new concepts in city planning as an attempt at humanizing the urban environment.

Read and discuss.

Individual students should be assigned to read each of the following:

1. "Avenue of the America," New York Times (July 27, 1972), p. 30.
2. Wade, Richard C. Cities in American Life,
   "The Plan of Chicago, pp. 185-188,
   "Shaker Heights: For the Fortunate Few," pp. 188-190.
   "Urban Revewal," pp. 229-236.
   "Going Metro: Nashville," pp. 260-264.
   "The New Atlanta," pp. 264-267.

3. Branson, Margaret and Evarts Erickson, Urban [illegible], pp. 189-237.
4. Schwartz, Alvin, Old Cities and New Towns, pp. 109-118. (For the slow student)
5. "Cities for Tomorrow" Life (Dec. 24, 1965). (Reprints in school libraries)
6. "What Makes a City Great?" Time (Nov. 4, 1969).

Students can be divided into groups which include persons who have read each of the above. The following questions are suggested for discussion:

1. What are the prospects for the future of the American city as a human environment?
2. What are some of the problems that must be overcome?
3. How can the problems be overcome?
4. List some possible solutions. (H-L)

VB. 6. Objective: To identify the community's resources in the area of recreational activities for its residents.

Interview and report.

A committee of students can contact the Recreation Commission in the community and determine what range of activities the commission offers residents of all age groups. The student committee could then report their findings back to the class. Class discussion could develop around information found plus perhaps some student views of possibilities for improvement of community recreation services. (H-L)

VB. 7. Objective: To be able to actively involve students in the decision making processes of city planning.

Simulation: "Inner-City Planning."

Simulation is designed to involve students in trying to resolve some contemporary urban problems. Students become involved in lifelike situations of planning urban improvements. This activity takes six to eight class periods.

Simulation available from Dayton and Livingston. (H-L)

VB. 8. Objective: To be able to identify some economic problems related to urban development in the future.

Research and report.

Students should research in current newspapers and magazines and discuss the following:

1. Do taxes affect rich and poor alike.
2. The personal income tax is a progressive or graduated tax, but some economists point out that state sales taxes are regressive because they impose the same burden regardless of income.

Report to the class on the status of taxation in our state. (H-M)

VB. 9. Objective: To identify early proposals in the city planning movement.

Read and discuss.

Students can be assigned to read: Wade, Richard C. Cities in American Life. "The City Planning Movement," pp. 184-190.

These articles, though written in the early 1900's indicate how some people then were urging that we plan cities for the future.

Consider the following questions:

1. What problems come with rapid urban development?
2. Which of their proposals can we consider as meaningful today?

Multiple copies of cited book available in all four schools. (H-M)

VB. 10. Objective: To be able to explain new urban planning accomplishments and propose ways of building more humanized areas.

Read and discuss: Leinwand, Gerald, The City as Community, "Reston, Virginia"

Assign pp. 168-176.

Suggested discussion questions:

1. What advantage do you see in living in one of the proposed New Towns like Reston? What Disadvantages?
2. Should these New Towns be built by private investors, or by government, or by a combination of both?
3. What is the difference between living in one of the New Towns and living in a suburb?

Multiple copies of cited book available in schools where course is offered. (H-L)

VB. 11. Objective: To be able to compare planned and unplanned communities and propose new concepts in city planning to improve urban life.

Student report, bulletin board and class discussion.

Assign a student to write to Reston, Virginia, Chamber of Commerce for information including questions on schools, taxes, price of homes, apartment rents. Present this information to class and assemble a bulletin board with annotated cards.

Question for discussion in class: Compare Reston with other cities to show differences between planned, and unplanned communities. (H-L)

VB. 12. Objective: To compare and contrast two urban community proposal for their practicality.

Read and discuss: The City: Patterns of Civilization

Students can be assigned pp. 32-39. Discussion questions follow the reading.

Further discussion questions:

1. What ideas seem to be realistic propoals to improve urban areas?
2. Can you see anything wrong in the organization of either the city of Tone or Alturia?
3. In which community would you prefer to live? Explain your answers.

Multiple copies of cited book available in schools. (H-M)

VB. 13. Objective: To propose an urban reform measure.

Read and write an editorial, prepare a chart and/or cartoon.

Read "Technology" considering the question: How could science increase communication and efficiency in city services?

Write an editorial discussing this question as if it were to be presented as a three minute WCBS-TV Editorial on The Morning News. Prepare a chart and present the program to the class.(H-M)

TECHNOLOGY: Science offers ideas for saving the nation's cities

By Roger Harris

A far-reaching series of proposals for technological change that could dramatically alter the face of city government will get a new evaluation from a federally funded study committee. This is in light of reaction in Newark last week of city officials from various parts of the country.

The Committee on Tele-communications of the National Academy of Engineering used the city officials--who came from as far away as Texas--as a springboard for their projected new uses of computers and television.

The engineers sought the mayors' opinion orally and in writing and said they would carefully study their opinions and give them consideration in determining which projects to advance for possible federal funding.

The engineers pointed out ways in which telecommunication devices could be used in increasing the efficiency of many vital city services. Some of the ideas have already been tried while some are untested, officials of the engineering group said.

One proposal advanced by the engineers would have city governments develop a city wide communications, information and command centers for use by municipal executives.

"Such a center would provide the city executive with the information for routine or emergency decision-making 24 hours a day," the engineers said.

"In any emergency, such as heavy snowfall, flood, tornado, earthquake, civil disturbance, war, it would enable the city executive to make quick and calculated responses on the basis of the best information available."

The engineering group also recommended that cable television could be utilized in providing many educational services. "A project is suggested that would demonstrate various educational services which could be provided by way of cable TV systems with limited subscriber feedback capabilities," it said.

"Intially, one or more of three specific services would be studied and considered for implementation: two-way instructional TV; a library information service, and computer assisted instruction.

"This project could make education and instruction conveniently available in the home during evening hours to adults who wish to improve their job opportunities: reduce the overcrowding of universities, and make education and instruction more readily available to the handicapped and ill."

The engineers also suggested that television could be useful in developing city medical programs, with the doctor and the patient communicating through close circut TV.

"This project could bring better medical care to areas of the city that have a shortage of doctors," said the study group. "It could improve existing health care by affording quick consultative access to outstanding medical facilities in the area.

"It could expedite emergency access to patient medical history for an attending physician."

In the field of mass transit, the group suggested:

"A pilot project which might be undertaken for the design, construction, and operation of an interchange station for auto passengers at several city mass transit stations (combined rail and bus stops).

"This study should be concerned with increasing the convenience for passengers to change modes of transportation. Automated parking, electronic fare collection, pedestrian guidance, "no-wate" transit information would be considered.

"An easy transfer facility of this sort would make mass transit more attractive for commuters from the suburbs to the center city. It would reduce travel time and would relieve the city center of the various problems associated with too many automobiles."

The committee also recommended installation of the "one number" telephone service to assist in all emergencies that New Yorkers presently receive by dialing the digits 911.

They said this would decrease the total response time, cut down errors in transmitting information and discourage crank calls.

VB. 14. Objective: To be able to identify examples of urban decay and list proposed solutions.

Guest speaker: Rev. Kevin Ashe
Little Flower Roman Catholic Church
Berkeley Heights, N.J.
(Tel.) 464-1585

Long active in community action projects, Fr. Ashe used color slides to supplement an interesting analysis of urban problems in Newark, N.J. He discusses housing, schools, shoping centers, parks and other urban problems and reviews how private civic and religious groups and neighborhood ghetto residents can work together. He makes a case for long term, low interest home mortagage loans for poor people to own rather than rent homes and get involved in the capitalist system. (All)

VB. 15. Objective: To be able to explain the urban raw sewage problem.

Film: A Town That Washes Its Waste, 12 1/2 Min.

Panel discussion.

Students should view the film. As a follow-up activity, assign a group of students to prepare a research report on New Jersey's sewage disposal problem. Write to Mr. Richard Sullivan, Commissioner, N.J. Dept. of Envrionmental Protection Trenton, N.J. and request copies of state reports. The Star Ledger newspaper, has a series of excellent articles, in early 1972, on the topic.

Many public libraries list names and addresses of envrionmental protection groups, which might be contacted for information.

Film available from Union County Film Library. (H-L)

VB. 16. Objective : To be able to expalin local programs for disposal of raw sewage.

Interview with Local Health Offices

Assign a student to interview The Local Health Office and inquire about local facilities or

methods of disposal of raw sewage. Some towns have their own sewage treatment plant, whereas, others have a contract with The County Sewage Authority and pay a fee for disposal.

Report findings to the class. (H-L)

VB. 17. Objective: To be able to trace the evolution of an extensively industrialized state.

Film: Here is New Jersey.

The film profiles the many forces of largly industrialized state. Film illustrates state's recreational facilities, industry, and agriculture. Students can follow viewing with further research on specific aspects of New Jersey's growth and future aspirations as depicted in film.

Film available from Union County Film Library. (H-L)

VB. 18. Objective: To be able to identify and explain local group civic action to improve communities.

Research and report

Students should be assigned to:

1. Check N.Y. Times Index for articles on neighborhood Block Associations.
2. Contact local newspapers and ask for names, addresses, and leaders of Block or neighborhood Civic Associations in your town. These groups can be contacted and interviews set up to give information on goals, size and type of activity, of the group.

   The student should then report to the class on community and block associations as an attempt at preservation of a sense of community. (H-L)

VB5. 19. Objective: To be able to explain federal revenue sharing proposals.

Read and discuss: "Revenue Sharing: Road to Reform?" and "Nixon May Lose Initative on Revenue Sharing."

Suggested discussion questions:

1. Define Revenue Sharing and evaluate proposals for and against it?
2. What alternative proposals should we consider?

Assign a few students to prepare a short questionnaire. To accompany letters to N.J.'s 15 Congressmen and 2 U.S. Senators, solicit their views of revenue sharing. They should tabulate and report replies to the class.

Revenue sharing:
Road to reform?

By David S. Broder

WASHINGTON--The debate on revenue-sharing is just beginning, but already it is apparent that if it is allowed to run its course, it will carry us into issues of fundamental importance to the future of the American governmental system.

For that reason alone, one must regret the effort by some congressional Democrats to short-circuit its consideration by providing, as an alternative, for a full federal takeover of the financing and administration of public welfare programs.

In one sense, the two programs are indeed alternatives. A federal welfare takeover--fully justifiable in its own terms--would provide a first-year fiscal benefit to state and local governments roughly equivalent to that proposed by President Nixon's revenue-sharing plan.

But as the Advisory Commission on Intergovernmental Relations has pointed out, there are also important reasons why nationalization of welfare "cannot be viewed as alternatives or substitutes for one another."

The former is centralizing in its thrust, increasing both the power and duties of the national government. The whole rationale of revenue-sharing, on the other hand, is its tendency to decentralize power by increasing the resources and decision-making authority to state and local government.

But should Washington even be concerned about strengthening state and local government? And will this plan do it? Chairman Wilbur Mills of the House Ways and Means Committee, the most influential opponent of revenue-sharing, argues that the demand for help is coming from officials who do not want to "face up to the responsibility" of paying their own bills.

"We who have the responsibility of raising taxes at the federal level," said Mills, with just a touch of self-righteousness, "recognize...why it is not pleasant for state and local government officials to take the responsibility for covering their expenditure increase with higher taxes."

BUT IN THE FACE of what everyone recognizes as growing social needs, it is the federal government that has steadily reduced income tax rates during the past generation, while state and local governments--thought not, in some instances, mobilizing their full fiscal resources--have steadily increased their taxes.

Not coincidentally, the same period has seen the tax-cutting senators and representatives achieve almost lifetime guarantees of job tenure, while mayors and governors have been mowed down by the dozens. If that is a model of a responsible political system, it is not one that is easily understood.

But there is another point--and a more fundamental one--to which Nixon addressed himself in his message to Congress. That is the question of accountability.

Mills and other revenue-sharing critics argue that political accountability would suffer if local officials were granted the pleasure of spending money federal officials had borne the pain of raising.

Several comments are appropriate. For one thing, local officials already administer billions of dollars worth of federally-financed programs. so that the basic principle involved in revenue-sharing is not a new one.

Second, one may question how much accountability there is in federally-administered programs today. Nixon noted that "crucial operating decisions are often made by anonymous bureaucrats who are directly accountable neither to elected officials nor to the public at large."

WHAT HE WAS TOO TACTFUL or too politic--to say was that even the elected officials who control federal spending have only a limited degree of public accountability.

Look at the House Appropriations subcommittee chairmen--men like Jamie Whitten of Mississippi and John Rooney of Brooklyn and Otto Passmanm of Louisiana, who probably exert greater influence on the allocation of federal funds than any other men in government. To whom are they accountable?

In a limited--again, very limited--sense, to their colleagues in the House, but the inexorable workings of the seniority system and the power of the purses they control makes then immune from challenge.

In a real sense, they are accountable to no one for their decisions, and certainly not to the mass of citizens who are affected by thier actions.

THE PRESIDENT'S PROPOSITION is the "accountability really depends, in the end, on accessibility." Local officials, he argued, are more accountable just because they are more accessible to their constituents.

There may be exceptions to that rule. Members of minority groups and other disadvantaged persons have often found federal officials more responsive to their needs than the officeholders in their own states and communities.

But in general the President's proposition is a defensible one, and one that will probably survive challenge in the revenue-sharing debate, if that debate is held and not evaded by some appealing-looking [illegible].

Nixon may lose initative
on revenue-sharing plan

By Rowland Evans and Robert Novak

WASHINGTON--Behind the cover of public sparring over revenue-sharing between Rep. Wilbur D. Mills of Arkansas and President Nixon, the Wizard of the Ways and Means Committee is pondering a legislative package that could demolish White House grand strategy.

Mills is not working in the backstage manner of Capitol Hill's great legislative craftsmen: Seeking expert counsel, making no commitments, considering all ideas. If the pieces don't fit together, Mills's presently vague outlines will never surface. If they do, Nixon may well be preempted on the national welfare crisis and financial insolvency of the states--vital components in his reform program and his 1972 campaign.

FOR TWO WEEKS, Mills has been hinting that his House Ways and Means Committee might, as a substitute for Nixon's revenue sharing, have the federal government take over most or all of the grotesquely expanding welfare programs. What is not well-known is that Mills now contemplates combining this takeover with a top-to-bottom overhaul of welfare programs going far beyond the President's proposals--an audacious initiative whose full political significance is only dimly realized in the White House today.

Thus, the Nixon White House has misread Wilbur Mills twice in rapid succession. First, it incorrectly assumed Mills could be pressured into support of revenue-sharing. Second, when Mills proclaimed his unequivocal opposition to revenue-sharing, the White House incorrectly assumed the he and Democrats would be sitting targets as obstructionists blocking reform.

Instead, Mills is seeking an alternative, seizing the initiative from the White House. The vehicle is none other than the first bill in Nixon's reform program: His welfare reform, including family assistance payments, which passed the House last year under Mills' sponsorship but died in the Senate.

In the new Congress the White House has been counting on Mills' rushing this welfare reform, tied to a universally popular Social Security increase, through the House before spring. In this, Nixon may be bitterly disappointed. With Mills now considering the use of welfare reform as his vehicle for a

revenue-sharing substitute, there will be pressure--perhaps irresistible pressure--to disconnect the Social Security increase and pass it immediately. Without the Social Security sweetener, welfare reform would have hard going in the House.

The alternative sweetener contemplated by Mills is a gradual federal takeover of increasingly burdensome welfare programs where the state-local share of $7.5 billion in the current fiscal year climbs to $9.7 billion next year and ever upward in future years.

But Mills would not c[illegible]ntenance a f[illegible]r, in whole or part, of the sloppy congeries of state welfare programs that have so outraged middle-class America. Rather, taking over the financing and administering of welfare would require a top-to-bottom overhaul with stringent tightening up of eligibility requirments.

Such a program would emancipate New York, California, and other big states doomed to perpetual fiscal calamity because of rising welfare burdens. But, contrary to White House contentions, its appeal is not limited to big Northern states. Rather, many Southern Democrates view it as a politically palatable alternative to Nixon revenue-sharing.

Actually, a federal takeover of welfare does not answer an original Mills objection to revenue sharing: The federal government still would be siphoning money to the states when it is deeply in the red. But the Mills alternative would have great appeal for congressmen by not also siphoning off power and prestige to the states as Nixon contemplates under revenue-sharing.

Apart from New York City, Los Angeles, and other large cities with heavy welfare costs, local government would not be pleased with this arrangement and would keep pressing for revenue-sharing. But, almost surely, pressure from the states for general revenue sharing would subside. Revenue-sharing hearings promised by Mills for early spring would become a charade.

THE CHOICES faced by Nixon would be excruciating. Could he oppose a Democratic bill containing his cherished family assistance payments and substantial financial relief to the states? And, if the bill passed, could Nixon really veto it? Thus does the political significance of all this become clear. Whereas the White House has been bloating that it had presented a political dilemma to the Democratic Congress, the tables will be turned if Chairman Mills has his way.

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235 East 45th Street
New York, NY
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10. Schumacher, Robert
27 Claremont Avenue
Mount Vernon, NY
Transportation Engineer

11. Sidney Hillman Foundation
Reprint Department
15 Union Square
New York, NY
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12. U.S. Department of Health, Education and Welfare
Audio-Visual Facility
Atlanta, Georgia 30333
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13. Williams, Senator Harrison A., Jr.
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